The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 124 BOSTON, APRIL, 1941 NUMBER 4

EDITORIALS:

World at Lessons

The N. E. A. and Boston

June 29 to July 3, this summer, members of the National Education Association will be guests of Massachusetts and of Boston. Not since 1922 has one of these summer meetings been held in this northeastern metropolis, and nineteen years is a long interval.

It is customary to refer to this city as "Historic Boston." No doubt the historic character of Boston is an outstanding attraction, and many who come here to attend conventions avail themselves of the opportunity to view historic shrines.

But what conventioners see here more than anything else is the Boston of today, a city which, to be sure, has evolved from the Boston of colonial times and still preserves some of that atmosphere, but which for the most part is concerned with the same daily rounds of living and making a living that occupy the attention of urbanites everywhere.

Boston's welcome to the N.E.A. will be cordial and sincere.

If you have not already decided to visit Boston and New England this summer, this Journal adds its invitation to the others you may have received. You will find it a pleasant part of the country to vacation or to study in, pleasant in climate and in human contacts. And you will leave it with a resolution to return.

Most visitors do feel that way, it seems, for an increasing multitude of Americans are entertained in this corner of the nation every year.

The Tolerance Dilemma

To discover and cherish whatever it is that binds our nation and our people together, is one of the most challenging tasks before our political and educational leaders in these strenuous times.

Tolerance of one another's opinions is surely a basic principle of our American system. And with tolerance inscribed on their banners all sorts of persons, some of them thoroughly un-American in spirit, proclaim all sorts of doctrines.

The young citizens now in our schools must be taught to weigh conflicting opinions and to decide as wisely as may be which they shall accept and which reject. This means that practice in dealing with controversial subjects must be given in the schools, through teachers who are tolerant in spirit, yet somehow able to perceive what is the heart and center of the democratic life-way. Such teachers will not select some fixed set of dogmas and insist that these are what one must accept in order to be a true American. But a teacher that is hypercritical of most things in America and is wanting in admiration or enthusiasm for the framework of self-government, the possibilities and the ideals attainable within it; the teacher that stirs prejudice and hatred or espouses the "isms" that foster such sentiments—that teacher is a menace to America.

How to preserve academic freedom and at the same time to weed out subversive influences from education, nevertheless remains and must remain a difficult problem.

When Business Cries "Cut"

Taxpayers' associations and local finance committees have been complaining a great deal about how expensive the schools are. How can these influential bodies and business men in general be made to see how *inexpensive* the schools are in relation to what they do for their communities?

All sorts of financial arguments have been advanced for the schools, from that of larger incomes for the college graduate to the scarcity of criminals in the higher educational brackets. Community pride has, of course, been played upon these many years, especially when new and handsomer schoolhouses were wanted. But of late the hardheaded businss leaders have only shaken their hard heads the harder.

At long last a champion has stepped forth with an argument that should appeal to business men because it has to do with what they are in business for, namely profits. The wielder of this most powerful argument is Dr. Willis A. Sutton, Superintendent of Schools of Atlanta, Georgia, and his approach to proving the schools should have more rather than less support was indicated in an address before the American Association of School Administrators in February at Atlantic City. Incidentally, Dr. Sutton's address was one of the most human, interesting and meaty delivered on that occasion.

Briefly the argument is this:

Take two cities of the same size, one whose children average to have several more years of free schooling than the other. Compare the thickness of their telephone directories. Compare the circulations of their newspapers. Compare their sales of profitable merchandise—women's ensembles, the better cuts of meat, fancy foods, life insurance, automobiles, radios, musical instruments—what you will. The answer is that the place that is more generous with education for its children, is the one that does more business —returns greater profits.

Educational and civic leaders having the welfare of the schools at heart could do nothing more practical than to dig out all the facts bearing on this point and relay them to the world of business.

Lending to Uncle Sam

Sooner or later the huge cost of national defense will make itself seriously felt by the ordinary citizen in taxes. More immediately, it will be reflected in governmental appeals to the public to buy bonds.

The form of Defense Bond that will attract the largest number of purchasers has happily been determined by experience of the Treasury Department with the so-called Baby Bonds. The fact that the government has already sold 5 billion dollars' worth of these certificates, ranging in maturity value from $25 to $1000 each, and that two million persons have purchased them, is clear evidence of their popularity. To invest $18.75 in one of the smallest of these bonds and watch it increase in stated value until in ten years it is worth $25, is so attractive a proposition that Mr. Average American will want to avail himself of it just as often as he can spare the price. In fact, a plan of buying a bond a month for ten years has been suggested by the Treasury as a simple way of setting up a regular income for the subsequent ten years, as the maturities come filing back.

Few Americans who started a habit of saving by the purchase of Liberty Bonds in 1918 have ever been sorry they did so. And it should be the same with Defense Bond buyers in 1941.

Teacher As Salesman

A teacher's work calls for salesmanship. He cannot be rated a success if his attitude is one of "Take it or leave it." Young people who encounter this attitude are likely to "leave it."

To know what children like to learn gives the teacher an important clue. Some concessions must be made to immediate desires, but a great deal more attention should be paid to future needs, and this calls for skillful selling. It calls for making the customer take the article that costs him more in effort, in mental exertion, than the other goods that are more fascinating and perchance more flimsy.

Just as the salesman in commercial life must know his goods, believe in them fully and be able to speak enthusiastically about them, so must the teacher in the classroom. In these days of low-cost mental merchandise, it is a great thing to be a salesman who establishes new quotas in dispensing those intellectual wares which cost more but last longer.

Defense Hits Colleges

Harvard, Columbia and hundreds of other universities and colleges are feeling the effects of defense preparations upon their enrolments and their incomes. Because of rapidly increasing job opportunities and the demands of selective service, fewer men are registering for classes. This means reduced revenues from tuition fees, and no compensating reduction in overhead—which in most institutions had grown in recent years to take care of growing numbers of students.

To put it in a nutshell: An era of university expansion has come to a halt. A period of readjustment based on changed conditions will follow.

Discipline as Friend or Tyrant

Human beings cannot live together on the same planet without some form of discipline. The world at this moment is in the throes of deciding what form of discipline shall be uppermost for the next thousand years or so.

The two main forms of discipline are, of course, the external and the internal. If men do not discipline themselves from within, they will find themselves disciplined from without.

In a democratic state, the paramount principle is discipline from within. To be sure, the state sets up laws to discipline externally those who require such discipline. But the underlying strength of democracy is the practice of self-discipline by the vast majority of its citizens in the vast majority of situations where interests come in conflict or they are tempted to make wrong choices.

Discipline from the inside has yet to be learned by many citizens in all democracies. This is not alone that they may be able to overcome their enemies who believe in the opposite form of discipline, but for the ultimate establishment of new standards and concepts to replace the present chaos.

Teaching boys and girls in school to discipline themselves—to sense their relationships and obligations to others and to act willingly in ways that are socially desirable; this becomes a responsibility of prime significance in an age like ours.

Moreover, the need for self discipline must become more apparent to grown-up citizens as well—far too many of whom are today seeking to profit inordinately at their country's expense.

Only the self-disciplined deserve or can preserve liberty.

What Are You Hired For?

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon, West Virginia

The role of "Community Hired Man" may be overplayed, to the detriment of one's main performance.

THE young man who was making the address during the last period of the Green Valley Round Table was doing his best with the insipid, worn-out subject which the committee had perfunctorily assigned him. His topic was "The Teacher as a Leader in the Community". Most of his audience had heard it discussed in some form time after time, but in the making out of programs some committees have a positive genius for the obvious. And the speaker in this case merited some commendation for so nobly rising to the occasion and saying exactly what he was expected to say.

It must be admitted, however, that the ancient platitudes he dished out to us were not especially exciting or informing. "A teacher owes a responsibility to the community. He must not be a hermit. He is one of the educated men of the locality and consequently should be a leader in all aspects of its life. A lack of social-mindedness is evidence of a deficiency in training. Such a weakness in a teacher is a most marked defect." As I gave the speaker the passive attention which was all that his address deserved, I could not help recalling Holmes's lines in "To an Insect".

"I love to hear thine earnest voice,
Wherever thou art hid,
Thou testy little dogmatist,
Thou pretty Katydid!
Thou mindest me of gentlefolks,—
Old gentlefolks are they,—
Thou say'st an undisputed thing
In such a solemn way."

But then into my mind jumped the question, "Is what is being said absolutely undisputed? How about the teachers who neglect the work for which they are paid in order to function as community hired men?" Next followed the wild thought of bringing this angle of the subject into the discussion which was advertised to follow. Since everybody had been rendered more or less comatose by being talked at for hours and was anxious to escape, the said discussion did not materialize. And even if it had, silence on my part might have been the wiser method of procedure.

But the fact remains that there is something to be said on the negative side of this question. For example, there was Howard Bartol. When he came from the university proudly wearing his brand new master's degree, he was elected to a place on the faculty of the Riverside High School. Howard began with a very bad case of the leadership bug and as long as he remained in the teaching- profes sion it grew steadily worse. Before the end of the first year he had his finger in every pie in the Riverside oven. By the beginning of the second semester he was secretary of his service club and was being commended on all sides for being such a "live-wire". Since he had some gift as a public speaker, most of the organizations of the town found it very handy to use him on their programs, especially in time of emergency. And how he enjoyed basking in the limelight! In a boastingly complaining way he used to say that he had three times as many offices as a man should hold and that it was very seldom that he had a night at home. In addition he had to meet classes five days a week.

How does this story end? Did Howard do such sleazy work as a teacher that he was dismissed at the end of the first year? Oh, no! If matters had proceeded in this way, the incident might better illustrate the point of this article, but the unvarnished truth must be told. Although Howard's teaching was but a minor factor in his crowded life, Riverside did not count this seriously against him. It was one of those towns which looked upon the routine work of the school as a matter of infinitesimally small importance. Of course, there had to be classes, but they were simply a necessary evil. If a member of the school staff fitted into the general community pattern, he met the only real requirement. Whether or not he did his work efficiently had nothing whatever to do with his prestige.

In this case, at the end of his second year Howard was made principal of the high school and held the position for two years. To be sure, his weaknesses were somewhat more apparent in his second position. Certain acute and embarrassing situations developed from his charmingly simple method of settling disciplinary problems by ignoring them. Possibly Howard was rather glad during the middle of the second year of his principalship to announce that at its close he would leave the teaching profession to take a position in business—a business controlled by his wife's family. It, of course, took his successor several years to eradicate the bad influences which had developed in the Riverside High School while King Log was its head. And it is even more depressing to think of the boys and

girls who lost an important part of their education because of their falling into the clutches of a teacher who forgot that his main job was to teach.

Efficiency in teaching, as well as in other fields of activity, is to a very large degree determined by an individual's standard of values. The way a person spends his time is an indication of what he regards as important. If a teacher proceeds upon the assumption that when he has met classes a given number of periods five days a week he can forget all about academic matters for the remaining hours of the week, he most certainly is not giving his vocational responsibilities a fair share of his life and energy. In the light of over thirty years of teaching I am compelled to confess that whenever I have failed to give four evenings each week to preparation for my classes, my efficiency has immediately deteriorated. And this is nothing exceptional. In spite of the wealth of highly learned and genuinely valuable material which has been written in regard to the improvement of instruction, the fact still remains that the greatest impediment to effective teaching is the teacher who for any reason whatever faces his classes without adequate preparation for that immediate job.

▼

There is another serious objection to the scattering of energies. None of us possess limitless strength. The teacher who goes into the classroom with depleted vitality is signally failing to meet the situation which confronts him. *Using English* (Book Two) by Luella B. Cook has a delightful chapter written for students entitled "The Vice of Being Bored". Sad to say, this vice is not unknown among those whom we are supposed to teach. Not always do they come into our presence thrilling with intellectual zest. This means that the teacher must bring vitality, freshness, and glow into what would otherwise be a place of soporific dullness. "Ye are the salt of the earth: but if the salt have lost its savour, wherewith shall it be salted?" If the teacher has allowed himself to become savorless, the chances are that he will be the center of a welter of unrelieved insipidity.

The last of these pitfalls to receive mention here is the danger of the teacher's becoming too thoroughly indoctrinated with the thought, interests, and ideals of a given community. Much stress was once laid upon the ability to adapt oneself to his environment as being one of the hall-marks of an educated man. With the truth at the center of this thought there is no reason to take issue. But occasionally it is necessary to resist the influences of our environment. The main trend in some communities is by no means in the direction of wide reading, clear thinking and general intellectual expansion. Louise Armstrong in *We Too are the People*, her brilliant and illuminating study of welfare administration in an American county, tells of a community in which to have read more than half a dozen books in the course of a year stigmatized a person as "queer". The Lynds in *Middletown in Transition* list pages of palpable fallacies representing opinions expressed in a typically American city. The less a person reads and studies the more likely he is to depend for his information and convictions upon what he hears. This method upon the face of it is unscientific and dangerous to intellectual integrity. And what one hears in many instances should not be swallowed without accompanying it with several grains of salt. The teacher from the very nature of his occupation should be a leader of thought rather than a follower.

▼

Allowing one limited territory to monopolize an individual's thought-life results in an inevitable provincializing. A beautiful and historic Middle Western City was once spoken of as being "as local as a turtle". Although this homely simile sounds delightful, the turtle does not furnish an especially inspiring model for a teacher. Provincialism is one of the most widely prevailing and most tragically serious of intellectual defects. Neither is it monopolized by regions remote from the large centers of population. It always breeds a type of circumscribed thinking which is vitiating to educational progress. A parochial mind is decidedly out of place in the teaching profession. Browning pictures Andrea Del Sarto sitting in the twilight looking out upon the little Italian village and among other things lamenting the contracting horizons of his life:

". . . but I, at every point;
My youth, my hope, my art all toned down
To yonder sober, pleasant Fiesole."

Exactly this can happen to the teacher who allows himself to be deluded into being a community hired man. The boundaries of his world become narrow and narrower.

▼

But what about the platitudes of the Round Table address with which we began? Should the teacher be a hermit? Has the community no right to look to him for leadership? Do his purely professional duties absolve him from all other social responsibilities? If all of these questions had not been answered again and again, they would answer themselves. Truth has more than one side. When we emphasize one aspect of it we minimize another. The only serious objection which we could make to the frequently emphasized idea of the teacher being active in community affairs is its one-sidedness. That there is another side should not be forgotten. All of us can think of professional failures resulting from the tendency of some school units to regard their teachers as unpaid social workers

and errand boys and girls ready to respond to the beck and call of every Tom, Dick, or Harry.

The golden mean in this case is somewhere between the ivory tower of academic seclusion and the life over-crowded with extra-scholastic activities. Finding it is a practical problem which every teacher must face sooner or later. His success in solving it is certain to be a major factor in the determining of his effectiveness.

Teacher of English, Write!

MAY M. WRIGHT
Des Moines, Iowa

MARY was one of the brightest girls in my first English class. But she did not like composition. Her stiffly formal themes attested this.

Realizing that a wide-awake little girl should be writing lively pieces of prose, I determined to discover the reason for Mary's lack of interest in composition. So I had a talk with the child. Here is what she told me: Her favorite subject was music. Miss Mullen, the instructor in piano, was a wonderful persan. Miss Mullen played each lesson to show her how. Miss Mullen played duets with pupils. Miss Mullen played in concerts. Miss Mullen composed waltzes.

That evening I asked myself these questions: Have my pupils ever read a composition written by me? Have they ever heard about the publication of any of my work in magazines or newspapers? In fact, do they know whether I can write at all?

It was clear that I must prove my writing ability in order to succeed as a teacher of English composition. Excuses came readily. I did not enjoy writing. Besides, I was out of practice. How Mary's sharp eyes would pounce upon each inaccurate statement or poorly constructed phrase of mine!

Then I wondered what would happen if Mary's music teacher should speak in this manner: "I am too timid to play in the presence of my pupils. They might detect an error. I never play in public because my technique is poor through lack of exercise. I used to practice scales regularly, but now I am too busy teaching."

It is true that some students have learned to play the piano by following the verbal directions of a teacher. It is true also that some students have learned to play the piano by following the verbal directions of a teacher. It is true also that some students have learned to write fair English under a similar system. However, the majority of those enrolled in public school classes need the positive stimulus of human example.

Therefore, teacher of English, write! Write letters, write essays, write stories, write verses! Carry a notebook. Record in it your impressions of scenes and persons. You will scarcely miss the time spent in jotting down bits of description and dialogue.

Later, revise your notes, judging the completed work by this test—is it inspiring enough to be presented to pupils? Your composition must show that you are capable of preparing others for a writing career. A tall order, perhaps, but not an impossible one.

Do not hesitate to read your work aloud in class on account of a fear that some pupil eventually may surpass you. What if he does? Many an otherwise unknown music teacher has shared the glory of a former student.

Make your classroom a happy workshop in which self-expression, an important phase of living, is developed. Children like to think of school as a place where things are made. Purposeful activity delights them.

Yet no worker, adult or child, prefers "made up" tasks. So let the pupils write for a school paper, correspond with youngsters in distant towns, edit a column in a local newspaper, and make advertising posters.

During the period devoted to English composition the learners will ask such questions as the following: Must my story be true? Why does this sentence sound queer? What is wrong with the last speech?

A skillful teacher, sensing each difficulty, will give the required advice. At the close of the work hour most of the necessary criticisms will have been made. Thus, the drudgery of correcting papers will be reduced greatly, if not eliminated.

Next day, the compositions can be read in class. Pupils will listen eagerly to the one written by the teacher. They will conclude that writing is a game pleasing to adults as well as to children.

Yes, teacher of English, write, no matter how disinclined you may be at first. And, each day you write, living will assume a brighter color. Let the self-expression, which you have been recommending to others, enlarge your own personality.

But, as you improve, remember this: Although it is a great art to write effectively, it is still greater to develop the talents of potential writers.

Fitting Students for Tomorrow

RALPH W. SOCKMAN
Minister of Christ Church, Methodist
New York City

YOUTH must be made to feel that there is a tomorrow worth working for. One of the greatest contributions America can make to the world in this dark hour is hope. We are the land of the American dream. Our fathers from generation to generation have been fired with the dream of a land wherein life shall be richer —and better, with opportunity for every person. For us to lose that faith now would be to extinguish one of the last beacons in our darkening world. Let us not allow the pessimism which is now pervading philosophy and theology to invade the minds of youth. Let us convince the young that all is not over just because everything is interrupted.

▼

If democracy cannot give youth a dynamic social faith, some other political theory will. Disillusionment is the soil from which demagogues and dictators spring. We must have something to believe in, something to hold to. At present higher education is failing to give our graduates great centralizing, motivating purposes. University curricula are encyclopaedic in volume, but the students wander aimlessly amid the maze of courses; and often come out of college having learned a few techniques, to live *by*, but no great objectives to live *for*.

The goal of individual success, which has been emphasized by our go-getter commercialism, is not adequate for tomorrow's citizenship. It develops an atomistic society quite as dangerous as a communistic order. Sand without cement does not make a sure foundation. And youth trained on an individualistic basis lack the power to hold together. What we belong to is more important than what belongs to us, and the young must be made to see this, or democracy will disintegrate.

▼

The regimental governments of Europe which treat the young as cannon fodder are desperately bad; but the perversion of democracy which treats government as a pork-barrel is not much better. We must see that while governments exist to guarantee the rights of individuals, nevertheless individuals do not receive the blessings of their land unless they have a sense of belonging to it. We must lose our individualism in group life in order to find our individuality.

▼

At present we are prone to play upon the motives of fear and hatred. We can readily organize "anti" meetings against some race, some nation, some "ism". But youth nurtured in an atmosphere of hatred will grow up stunted in soul. It is impossible to keep the school air-conditioned against fear and anger, when these influences permeate our homes and motion-pictures, but teachers must do their best to protect the young from deforming race prejudices and national hatreds. The school and the church must be kept as centers where minds are rallied around their loves and hopes rather than around their hates and fears.

▼

The only sane way to make the world safe for democracy is to keep democracy out of war. It is said that democracies can go to war and then return to their democratic principles after the struggle is over, as was done twenty years ago. But how can they do it? We are living in a far more fluid world than that of the last war. We are in the midst of a social revolution so vast, and deep that to think we can stabilize the world by removing a couple of dictators is as futile as to think we could calm a storm at sea by skimming off the white caps.

▼

Ultimately the best preparedness of any nation is not in its immediate material equipment but in the mental resourcefulness and the spiritual moral of its citizens. We must not allow the exigencies of military preparedness to weaken the support of education or distort its long-range perspectives. The strongest nations tomorrow will be those with the firmest faith in their ideals, the most effective social organizations, and the deepest springs of moral and spiritual power.

▼

Determined as we are to keep this country at peace, we must not allow the citizens of tomorrow to become soft. With our emphasis on athletics, we are not likely to weaken the bodies of youth. But our cult of comfort tends toward a softening of character. The idea of sacrifice seems unreal to youth. We refuse to hold ourselves up to hard situations. We let ourselves off and down. We dislike to face hard facts even in our thinking, and we have so many escapes, like the motion pictures, whereby we can step out of stern realities into the romances of pleasant make-believe. All this must be curbed. We must develop inner stamina, the capacity for straight, hard thinking and strong, self-reliant living. We have plenty of quick courage, adequate to start a war; but we need more fortitude able to sustain us in the long hard pull for peace.

—From an address before School Administrators at Atlantic City.

"....To Secure the Blessings of Liberty"

Some Highlights of the School Administrator's Meeting in Atlantic City

BELMONT FARLEY

WINTER, Atlantic City is the very symbol of peace. Perhaps those whose duties take them clumping down the boardwalk at sunrise feel it most. There are few strollers at that hour, and no distractions. Ocean's great symphonic organ plays at half stop on a smooth beach. Wars may break the rhythms of human life, but the soft resurgence of surf on white sands brooks no interruption. It goes on forever. To the early morning pedestrian the waves whisper contempt of all the wars that were, or are, or will be.

But if the pedestrian was on his way to one of the many sessions held at boardwalk meeting places as a part of the 76th annual convention of the American Association of School Administrators, he would not have been a passive isolationist long. Human culture crosses oceans, and bridges all the gaps of time. What happens to it in any part of the globe is of concern to its guardians everywhere. The nearly 12,000 school executives who assembled in the annual conclave were plainly worried about what is happening to human culture and to human minds in the present world crisis. They were especially concerned about what might happen to the kind of civilization those who left the Old World have created in the New. The theme of the convention was quoted from the Preamble to the Constitution of the United States: *To provide for the common defense, to promote the general welfare, to secure the blessings of liberty.*

▼

The United States Commissioner of Education John W. Studebaker closed an early session of the convention with an address entitled, "An Educational Program for the Common Defense." In his speech there was no lack of decisive word or tone as he referred to the major conflict now going on in the world. ". . . the issue is joined," he said. "It has been submitted to the arbitrament of the machine gun, the tank. the bombing plane, and the battleship. The issue between democracy and dictatorship can now be resolved only as the representatives of one or the other of these irreconcilable principles are in a position to dictate a settlement. It is either Great Britain or Germany, either democracy or dictatorship. The issue is susceptible of no compromise. The differences are too fundamental for resolution by any formula of adjudication or of negotiation. Hitler has made it perfectly clear in *Mein Kampf*, as well as by his bloody record of broken promises, that his ultimate objective is world domination. In the present conflict where supremacy of one of two antithetical principles is at stake there can be no end save the decisive defeat of one or the other combatant."

Referring to a speech he had made to the school executives at New Orleans four years ago, the Commissioner urged the educational world to assume its appointed role of giving strength to democratic civilization. "Upon the educators in the remaining democracies falls the historic responsibility of giving new vitality and power to popular institutions through the educative process. This is the crucial issue before us."

▼

It might well be said that support for threatened democracy was the "crucial issue" before the convention. Most of the general session speakers referred to some phase of it. The responsibility of educators for the strength of democracy was the message which Harold E. Stassen, governor of Minnesota, brought to the meeting. T. V. Smith, professor of philosophy, University of Chicago, spoke on "A Fourfold Crisis in Education." Joe Starnes, U. S. Congressman from Alabama, and vice-chairman of the Dies Committee on Investigation of Un-American and Subversive Activities, proposed an attack upon, "The Trojan Horse in America." "Peace and Power Politics," was the theme of a general session address by Isaiah Bowman, president of Johns Hopkins University. Ben Graham, superintendent of schools, Pittsburgh, selected for his topic, "Education and Our National Defense;" Everett R. Clinchy, president of the National Conference of Christians and Jews, enumerated our "Liberties and Duties." Gerhart Seager, political refugee and former member of the German Reichstag, who escaped from concentration camp in December 1933, told the conventioners "The Truth and Fiction About the Fifth Column in the United States." Major George Fielding Eliot, military expert, described the strategy and tactics in action on foreign battle fields, with an explanation of the trends and characteristics of the war which may affect this country. The Chinese Ambassador to the United States, Dr. Hu-Shih, closed the long succession of war-born themes, and, appropriately enough the convention itself, with the subject "A New World Order Cometh."

▼

It was quite evident even to those who felt the peace and restfulness of the sea, that a conflict of ideologies was raging across its waters, that while the Atlantic may be a bulwark of military isolation, it is no barrier to the clash of human aspirations and political

ideals. No delegate to the meeting could avoid recognition of the fact that though the United States may not engage in "a shooting war," it is already engaged in a struggle for the blessings of liberty, the pursuit of happiness, the rights of the common man.

But if a casual visitor to general sessions had pronounced the convention a war-minded one, he would have been mistaken. There were many who shared the view of Frederick H. Bair, superintendent of schools, Bronxville, New York, who said, "The teaching that will win the war, if we have to fight, *has already been done.* In my judgment, it has been well done. The teaching that needs now to be done is aimed, if we know what we are doing, at the *post-war* period. I propose to move on, therefore, to what I conceive to be the motive and direction of such teaching."

At any rate, there was no neglect of the perennial problems of education at this convention. Many of the problems discussed had no bearing on the order to fix bayonets.

If we should select a few outstanding subjects, consideration of which was apparently untouched by the reverberations of mankind's most recent Armageddon, among them would be the prevention of juvenile delinquency, the adjustment of personality and behavior problems of children, development of an effective health program in the schools, the training of intelligent consumers, the education of partially seeing children, school services to the community, the education of the deaf, and scores of other topics upon which addresses were made by the six or seven hundred speakers presented on convention platforms.

▼

Milton C. Potter, superintendent at Milwaukee, described the cooperation of the school with other agencies for the prevention of juvenile delinquency in his city. "As many of you know, our city of Milwaukee is widely known for its low crime rate. . . . Our police department and our courts make it so hot for criminals who stray into the city that they usually give Milwaukee a wide berth." Superintendent Potter stressed the strong positive program of delinquency prevention that accompanies the corrective measures which Milwaukee employs.

▼

Winifred Hathaway of the National Society for the Prevention of Blindness, discussed the education of children of limited vision, and pointed out the responsibilities in this field of the school superintendent, the bureau of vocational rehabilitation, the department of special education, the library, the school principal, the teacher and the handicapped child himself. Only eight or nine thousand partially-seeing children have the advantage of sight-saving service; there are many thousands of others whose sight might be conserved who do not have these advantages, she told her audience.

▼

Daniel J. Kelly, superintendent of schools, Binghamton, New York, discussed the development of an effective health program in the schools from the standpoint of educational administration. The progrma of health protection he advocated involves the services of school physicians, nurses, dentists, health supervisors, dental hygienists, teachers, psychiatrists and phychologists. Superintendent Kelly envisioned a functioning program in health education which influences every operation of the school whether in the schoolroom or auditorium, shop or laboratory, playground or athletic field.

▼

C. B. Glenn, superintendent of schools, Birmingham, Alabama, gave his attention to religious instruction. Dr. Glenn illustrated correlation of religious instruction with the work of the dramatics, the art, and the music departments. He stressed the opportunities which the school activities program, particularly those activities which render social service to the comumnity, may play in religious instruction which is spiritual in content and practical in application.

▼

Clarence D. O'Connor, superintendent of the Lexington School for the Deaf, New York City, discussed the education of those who are handicapped by hearing difficulties. He told his audience that 4% of the school population suffered hearing losses, not all of whom need extensive special help. The New York City Committee studying the problem found that approximately 60% of the acoustically handicapped group had slight losses of hearing, that is, "losses of less than 20 decibels." For this group nothing more than a favorable front seat is needed. Of the others the large majority will need only lip reading instruction. A smaller number need the assistance of hearing aids and a proportionately very small number need the services of a special school for the deaf.

▼

Thomas W. Hopkins, assistant superintendent of schools, Jersey City, N. J., speaking on provisions for the education of the crippled child, said that less than 10% of the crippled children in the United States are receiving special education, and that many of those supposedly provided for fail to receive adequate care which is available but not supplied, because community agencies are not integrated. Among the steps taken by Jersey City schools, Dr. Hopkins described the public clinics for all who cannot afford the necessary pre-school care and a special school and summer camp with facilities during twelve months of the year for all crippled children of school age able to move about and attend to their physical wants.

▼

Textbooks were a popular topic of discussion and gossip at the con-

vention. At a pre-convention radio broadcast on the Columbia network the pros and cons of the textbook question were discussed by outstanding critics and understanding friends of presentday textbooks as tools of learning. However, the current project of textbook appraisal undertaken by the National Association of Manufacturers was officially ignored by the convention at large. Some of the departments and allied organizations gave serious consideration to the current textbook criticisms.

▼

Guy L. Hilleboe, supervising principal, Rutherford, New Jersey, spoke before a discussion group on the subject "By Whom Should the Selection of Textbooks Be Made?" He objected strongly to the choice of textbooks through pressure groups whether they were witch hunters, book companies, or even the teachers themselves. Methods of textbook selection now in operation were rather unfavorably than favorably criticized.

▼

Nearly 300 exhibits were arrayed in the display of school supplies in the spacious arena of the Atlantic City Auditorium. Some of the exhibitors were celebating the twentieth anniversary of their participation in the administrators' annual convention.

▼

An important entertainment feature at the meeting was the program sponsored for the administrators by the Associated Exhibitors. At this session the annual American Education Award of the Associated Exhibitors was presented by the president of the organization, A. M. Stonehouse, to Frank P. Graves, former commissioner of education for the state of New York. Carroll R. Reed, president of the American Association of School Administrators, who had spent many months of labor in organizing the vast convention program, spoke in tribute to the outstanding services of Dr. Graves during the nineteen years he was commissioner.

▼

Newly elected officers of the American Association of School Administrators who assumed office on March 15 were: W. Howard Pillsbury, Schenectady, N. Y., president; Worth McClure, Seattle, Wash., second vice-president; and Stanley H. Rolfe, Newark, N. J., executive committee member. Carroll R. Reed, Minneapolis, automatically becomes first vice-president.

A Drive on Faulty English

SALIBELLE ROYSTER
Head of English Department
Reitz High School
Evansville, Indiana

HOW to induce pupils from none too cultured homes to take pride in correct speech and to put forth conscious effort to free themselves from flagrant and illiterate errors to which employers and college professors alike object is a perennial problem. At a departmental meeting just before the opening of the school term, the suggestion was made that English teachers take the lead in a drive against the worst of these errors. Every member of the eight-teacher department prepared a list of pet peeves. When the composite list of worst offenders appeared, it was submitted to all teachers in the high school at a general faculty meeting. Teachers in other departments willingly agreed to support the drive. The list, purposely kept short, is so simple that he who runs may read:

Double Negative: Say *I have none or I haven't any* instead of *I haven't got no.*

Double Subject: Say *The man went* instead of *The man he went.*

Wrong Verb Forms: Say *I saw* instead of *I seen, She has gone* instead of *She has went, They did it* instead of *They done it, You were* instead of *You was, They were* instead of *They was, He doesn't* instead of *He don't, Teach me* instead of *Learn me.*

Incorrect Pronoun Forms: Say *He and I went together* instead of *me and him, between you and me* instead of *between you and I.*

Vulgarisms: Say *That book* instead of *that there book, this pencil* instead of *this here pencil, those things* instead of *them things.*

Faulty Pronunciation: Say *for* instead of *fer, get* instead of *git, just* instead of *jost, catch* instead of *ketch, coming* instead of *comin', going* instead of *goin'.*

Unnecessary Use of: *well, and, and-uh, why.*

Three weeks we drilled intensively. Copies of the complete list were posted on bulletin boards in every room in the building, and attention was frequently called to the correct forms. One error and its corrected synonym appeared in a special place in the school bulletin every morning, and home room teachers wrote it on the board, urging that pupils notice it in their own speech and that of other students. Teachers graded low both oral and written work in which these particular mistakes occurred.

Next semester we plan to start all over with the same list, perhaps by using charts and posters and by trying harder than ever to encourage pride in correct speech. We shall appreciate hearing how others are meeting this problem and how their lists of demons compare with ours.

The Case of Tommy Dale

A Story

LEO MONTIBELLO
Brockton, Massachusetts

KITTY KNOWLES didn't believe that she had a problem in Tommy Dale, although Mr. Groves, the principal, told her she had.

"Take Tommy Dale, for example," he had said. "You'll find him difficult to manage. Strange, too, for he comes from a very fine family. But, somehow, he's always in mischief. There isn't a room in which he isn't a source of trouble."

Katherine Knowles was new at the Westland Junior High School. Undoubtedly, that accounted for her reply.

"No boy could cause that much trouble," she said. "Surely, there must be some place in which he fits."

"You don't know Tommy Dale," explained Mr. Groves.

But Kitty Knowles got to know Tommy Dale soon enough. Titters first called her attention to him as a "source of trouble." Investigation disclosed that he had drawn a caricature of "teacher." It was a fairly good piece of work, but scarcely in tune with mathematics, the subject Kitty Knowles taught. She promptly appropriated the sketch, and then had Tommy report to her room at 1:15.

A recalcitrant Tommy shuffled into Miss Knowles' room a few minutes late.

"Mr. Groves stopped me on the way," he grumbled.

"Why do teachers show such an interest in you?" demanded Kitty Knowles.

"They don't," shrugged Tommy. "They pick on me, that's what they do. And I don't know why."

"Perhaps it's because you draw such pictures of them," said Kitty Knowles. "You are quite an artist, but your work doesn't exactly do you justice."

"What do you mean?" asked Tommy, puzzled.

"That you haven't been given the chance to do your best work. I think that you find it hard to get people to pose for you."

"You mean—"

"I mean that I am going to be your model. How's that?"

"Well, I don't know. Gee, I don't know," he repeated. "But you, Miss Knowles. You must be joking."

"I'm not," she replied. "I'm serious. I've always wanted to have my profile done in crayons. Now's my chance. Can you do it?"

"Sure," he mumbled.

"Then you'd better hop to it," she instructed.

Tommy Dale was busy in record time.

"Are you the only child in the family?" asked Kitty, as Tommy worked along.

"I was, till about a year or so ago. Then David came along."

"I see," muttered Kitty. "And they seem to pay him all their attention?"

"How did you know?" demanded Tommy Dale, dropping his crayon.

"Because the same thing happened to me when I was about your age. Everybody remarked upon the eyes, nose, and smile of the new baby. Everything it did was cute."

"And wasn't it?" asked Tommy.

"That's the trouble," replied Miss Knowles. "It was."

"That's the way it is with David," grudgingly admitted Tommy, fingering his crayons.

"We'd better hurry along," suggested Kitty Knowles, "before they put us out."

Tommy Dale applied himself diligently to his task.

▼

The finished product brought high praise from other faculty members to whom Kitty Knowles showed it.

"I didn't believe he had it in him," remarked prim Miss Hannah Boyles, close to the retirement age. "But that youngster has ability.

"He has joined the Mathematics Club," said Kitty Knowles. "And I think he will play an important part in our coming play."

"He has suddenly shown an interest in history," explained Miss Luella Carlton, a week later. "I thought I could nover get him to recite, but he stood up yesterday and told us some things very few of the children had heard before. And you should see his illustrated notebook. It's the best I have seen in years."

"And his maps are the tidiest and most accurate yet," added the geography teacher. "He is putting his artistic ability to good use."

"I never saw such an improvement in a boy," exclaimed Mr. Groves. "And it seems to have started with the sudden fad by teachers to have their portraits done in crayon by Tommy Dale. Praise has replaced blame. And those posters he has done to advertise the Mathematics Club's annual play are splendid."

Kitty Knowles' heart was filled with justifiable pride. Tommy Dale was showing appreciable improvement. As chairman of the advertising committee for *Juggling Figures,* the Club play, he was proving to be a capable leader.

"Yes," said Mr. Groves, "Tommy Dale is making definite progress. His classwork reflects it. He no longer seeks out mischievous pranks. Now, he strives for approval through better work."

▼

But the explanation of many of Tommy's so-called faults came af

ter bi-monthly reports were given out.

"This time," explained Tommy, returning his card to Miss Knowles, his adviser, "Mother didn't say that Cousin Alton's card was better than mine."

"Cousin Alton?" questioned Kitty.

"Yes; he attends the Eastern Heights Junior High School. He likes to study, I guess, because that's about all he ever does. His marks are always good. Mine were always pretty poor. So, mother always said that I should try to be more like Cousin Alton. Father, even, got to saying it. I didn't like it."

"And now?" she urged.

"Work is more interesting. It's—well," he added, rubbing a freckle, "it's fun now."

Kitty Knowles felt happily rewarded. To hear a pupil say that schoolwork is fun is the greatest compliment a teacher can hope to receive. Yes, Tommy Dale's words lingered, even long after his father's visit was forgotten.

"I saw Mr. Groves," said Mr. Dale, "but he suggested that I speak to you. He said that all credit for Tommy's improvement belongs to you. And, from what I hear, I fully agree with him. Do you know, Tommy even drew a splendid crayon portrait of little David. I tell you, the credit is yours."

"No," softly said Kitty Dale. "The credit is all Tommy's. The trouble is that we often fail to understand youngsters, do not recognize their good qualities. Unfortunately, we have eyes only for their defects, which we interpret as meanness, stubbornness. We confuse the symptoms, fail to analyze them correctly. Tommy was always good at heart. He wanted to do well but found himself in trouble. He wanted attention, but found unfavorable comparisons. He sought encouragement, but was censured instead. He never lacked ability. The changed boy you see was always there.

Our Changing History Texts

DON SMITH
Milan, Michigan

THE content of American history textbooks indicate the facts, attitudes, and appreciations that are considered necessary in preparation for a functioning citizenry. During the last two decades social scientists have emphasized that history teachers should pay more attention to social and economic history and less attention to wars and politics. At the same time educators started their crusade for visual aids to education. In order to determine the effect of these two movements upon the content of high school American history textbooks the content of six textbooks which were published between 1920 and 1925 was compared with the content of six textbooks which were published between 1937 and 1939.

The titles of the twelve textbooks which were surveyed are listed as follows:

1920-1925 TEXTS

Author	*Title*	*Year*
Beard and Beard	*History of the United States*	1921
Bourne and Benton	*American History*	1925
Guiteau	*The History of the United States*	1924
Forman	*Advanced American History*	1924
Mace	*American History*	1925
Muzzey	*An American History*	1925

1937-1939 TEXTS

Author	*Title*	*Year*
Jernegan, Ross, and Carlson	*Growth of the American People*	1937
Muzzey	*The History of Our Country*	1937
Wirth	*The Development of America*	1939
Carmel, Kimmel, and Walker	*Historic Currents in Changing America*	1938
Hamm	*The American People*	1938
Beard and Beard	*The Making of American Civilization*	1937

A comparison of the size of the two groups of high school American history textbooks reveals that the six textbooks of 1937 to 1939 contain approximately 33 per cent more words than the six textbooks of 1920 to 1925. Furthermore, every textbook of the 1937 to 1939 group was larger than any textbook of the 1920 to 1925 group. The more recent textbooks were found to be more uniform in size than the older textbooks.

In comparing the subject content of the twelve textbooks a list of sixty-seven topics was made by surveying the topical and subtopical headings of the textbooks studied. After the number of words in each book which were devoted to each of these topics had been computed, it was found that there was very little uniformity in any of the textbooks. For example, one book devoted no words to the first topic, "European Background of America," while a second book devoted 422 words to this topic, a third book devoted 3819 words to this topic, and a fourth book devoted 4728 words to the same topic. Some of the authors of the 1920 to 1925 textbooks failed to mention such vital topics as the "War Debt" and "Armaments" while they devoted thousands of words to the military history of the Civil War.

By comparing the average percentage of words which were devoted to each topic by the two groups of textbooks, it was found that the two groups of books de-

voted identically the same percentage of space to only eight of the sixty-seven topics. These eight topics which have remained unchanged in relative emphasis are "Making of the Constitution", "Supreme Court", "Westward Movement", "Personal Liberty", "Closing Frontier", "Growth of Cities", "Isolation, Neutrality, and Pan-Americanism", and "Expansion and Imperialism". In addition, this comparison revealed that there are eight topics which have increased at least 100 per cent in prominence from 1925 to 1939. These topics are given with the per cent of increase as follows: Depression and Relief (400 per cent); Arbitration and International Peace (217 per cent); Social, Religious, and Cultural History (215 per cent); Agrarian Movement (127 per cent); Social Justice and Liberty (100 per cent); Miscellaneous 1789-1829 (100 per cent); Lawlessness (100 per cent); and Armaments (100 per cent).

There are twelve other topics which have either increased in space devoted to them or have decreased in space devoted to them at least 50 per cent but less than 100 per cent. These topics and the percentage of the increase or decrease are listed as follows: Currency (increased 87 per cent); Social Reform (increased 80 per cent); Intellectual Life, Customs, and Religion (increased 80 per cent); Non-military history of the Civil War (decreased 70 per cent); Relations with the Orient (increased 60 per cent); Mexican War (decreased 58 per cent); Tariff (increased 57 per cent); Non-military History of the Revolution (decreased 56 per cent); Colonial Government (decreased 50 per cent); Immigration (decreased 50 per cent); Military History of the World War (decreased 50 per cent); and the War Debt (increased 50 per cent). It is evident from these figures that greater emphasis is placed upon social and economic history and less emphasis is placed upon wars in the newer textbooks. However, it should be pointed out that the textbooks of 1937 to 1939 contain 35 per cent more words devoted to "Party Politics (1865-1920)" than the textbooks of 1920 to 1925. This same topic also ranked first in importance in the two groups of textbooks.

In surveying the aids to visual education which were computed for the two groups of textbooks; the number of maps, graphs, and pictures was determined; and then the square inches of space, and percentage of space devoted to each were determined. The most surprising fact revealed by the study of the maps in the history books was that the books which were published between 1937 and 1939 contain approximately 10 per cent fewer maps than the textbooks which were published between 1920 and 1925. In other words, while the newer textbooks contain 33 per cent more words than the older textbooks they contain 10 per cent fewer maps. In spite of the fact that the number of maps in these history books decreased from 1920 to 1939, it was found that the square inches of space which was devoted to maps increased 15 per cent. These facts lead to the conclusion that the period from 1920 to 1939 is marked by a trend toward fewer and larger maps.

The computation of the number of graphs in the twelve textbooks revealed that the newer history books contain approximately twice as many graphs as the older history books. In addition, there was an extreme variation in the use of graphs in the textbooks of both periods since it was found that each group of textbooks contained a book which had no graphs and the older set of books contained one book which had 37 graphs as compared with a maximum of 36 graphs found in one textbook of the 1937 to 1939 books. Furthermore, it was found that the more recently published textbooks contained 390 per cent more space devoted to graphs than the older textbooks.

The comparison of the number of pictures found in the six textbooks of 1937 to 1939 with the number of pictures found in the six textbooks of 1920 to 1925 disclosed that the more recent group of history texts contained 38 per cent more pictures than the older group of textbooks. In addition, the more recent books contained approximately 97 per cent more space devoted to pictures than the older textbooks. Only one of the textbooks of 1937 to 1939 contained less than the average amount of space devoted to pictures by the textbooks of 1920 to 1925. Therefore, it may be concluded that these more recent textbooks are meeting the demand for visual aids to education through the use of pictures.

In conclusion, if these findings are indicative of the new trend in content material of high school American history textbooks, it is evident that there has been a considerable increase in the emphasis upon social and economic history since 1920. Slowly but surely, history textbooks are being disarmed and the venom of militarism is giving way to the story of the peaceful building of civilization. Should this trend continue youth will learn to revere the story of man's constructive work rather than the might of man's destructive power. In spite of this hopeful trend, the progressive educator undoubtedly will charge that our present textbooks overemphasize party politics. However, the prospective purchaser of high school American history textbooks should be aware of the fact that even though textbooks have improved, they continue to lack uniformity. Selection of a textbook should be made only after one has carefully measured all prospective textbooks with the yardstick of one's educational objectives.

Training for Totalitarianism

A review of Erika Mann's book, "School for Barbarians"

WILLIAM W. BRICKMAN
New York University School of Education
New York City

MORE than seven years have passed since the *Nationalsozialistische Deutsche Arbeiterpartei* (National Socialist German Workers' Party), with Hitler at the helm, took control of Germany's destiny. From a democracy the Nazis have transformed Germany into a total dictatorship; from a state of peace they have led their countrymen into a lightning war of conquest; from a relatively small territory they have created a vast vassal empire, and have succeeded in striking terror into all nations.

Interest in National Socialism has prompted a curiosity with regard to the methods by which its leaders propagate and perpetuate its principles among the German populace. The fact of the domination of the whole life of the individual by the State, the central point in the Nazi pedagogical process, has been frequently driven home by many educationists and publicists, as, to cite but two examples, I. L. Kandel in "The Making of Nazis" and Charles A. Beard in his article on "Education under the Nazis." But not one has presented his case as forcibly and as dramatically as Miss Erika Mann in her "*School for Barbarians.*"[1]

Characterized by her father, the famous novelist, Thomas Mann, in his introduction to the book, as "a gifted and intellectual feminine personality," Miss Mann undertakes a study of Nazi education and its effect upon the German people. She takes Republican Germany to task for not teaching the democratic ideal to its youth. "This proves to have been an error; and its atonement has been a terrible one (p. 45). The *Führer*[2] took advantage of "the inexperience and easy credulity of youth," and was thus able to organize his adolescent adherents for *der Tag*. His *Weltanschauung* (World-outlook) became the German gospel which demanded unquestioning reverence and obedience of all.

Miss Mann treads familiar territory when she proves that the curricula are permeated with Nazism. *Geopolitik, Wehrphysik, Rassenkunde* and *Geländesport*[3] have become the newly emphasized school subjects.[4] The teachers are almost all members of the National Socialist Teachers' League, and several thousand of them are active in the party as officers and members. Needless to note, "These teachers are in the service of the movement" (pp. 51-2). Knowledge has been placed last in the scale of educational values, after heredity, character (i.e., the degree of usefulness in war). No wonder, remarks the author, that the standard of education in Germany today[5] is below that of France, England and the United States.

Religious education consists of a perverted Christianity, the so-called "Positive Christianity"—advocating hatred instead of love, arrogance in place of humility, and force as preferable to charity. The entire "religious" curriculum". . . is an insult to the Christian religion." (p. 88). Hitler and the other Nazi heroes[6] receive the adoration formerly reserved for Jesus. A typical apotheosis reads, "How high Horst Wessel towers over that Jesus of Nazareth! . . . How unattainably high all Horst Wessels stand above this Jesus!" The opening prayer of the class in Roman Catholicism is, "Heil Hitler! Blessed be Jesus Christ in all Eternity, Amen." In the concluding benediction the order is reversed, "Blessed be Jesus Christ in all Eternity, Amen. Heil Hitler!"

The barbarity of the Nazis is again exemplified in the treatment of Jewish children who are paraded before their classmates as living examples of un-Nordic degeneracy. Julius Streicher's scurrilous sheet, *Der Stürmer*, has been used in the schools as an authoritative text for the study of the Jewish problem.

The author describes the various youth organizations, *Hitler Jugend, Bund deutscher Mädel*, and their role in the making of Nazis. Here the neophyte Nazis are given a durable dose of ideology and are urged to denounce all backsliders, whether parent, teacher or friend. In these groups, too, pre-marital sex relations are encouraged as a means toward rapid population growth.

In her conclusions Miss Mann claims that the Nazis have destroyed or undermined the family and private life of the Germans; the love of truth, science and objective thought; and the power of the Church. She closes her book with an expression of faith in the American attitude toward children, and with a prophecy that the moral and spiritual resources of Germany, now driven underground, will emerge triumphant in the end.

Miss Mann's exposition is largely based upon Nazi documents and on conversations with individuals. She makes no pretense at a wholly impartial investigation. One senses on each page her bitterness at those who forced her to flee her

former fatherland. Some might object that she takes isolated instances and passes them off as general occurrences. It must be borne in mind, however, that nothing may be written in contemporary Germany unless consonant with the official viewpoint. Hence, *ab uno disce omnes.*

School for Barbarians may lack the factual thoroughness of Lindegren's *Education in Germany* or the scholarly authority of Kandel's *Making of Nazis,* but it compensates with its capture of the spirit and the true intent of Nazi educational theory and practice.

[1] Erika Mann. **School for Barbarians.** Introduction by Thomas Mann. New York: Modern Age Books, 1938. Pp. 159.

[2] "The most remarkable phenomenon in the twentieth century, or perhaps in any century, is Adolf Hitler . . ." E. G. Payne, "Editorial—**Mein Kampf,**" **Journal of Educational Sociology,** XIII, 3, November 1939 (pp. 129-31), p. 129.

[3] **Geopolitik,** in English, Geopolitics—the study of political science from the viewpoint of geographical influences. **Wehrphysik,** defensive physics—the science of physics applied to military problems. **Rassenkunde,** racial "science"—the glorification of the Nordic as the highest and noblest among mankind. **Gelandesport,** military sports—this is modern Spartanism, according to Professor Henri Lichtenberger.

[4] Problems of a military nature predominate in mathematics and in the Physical sciences. Each subject becomes a vehicle for the advancement of Nazism. From the Nazi standpoint, of course, this is the ideal pedagogical procedure.

[5] According to Beard, "Expert for branches specifically physical and mathematical, German science sinks toward the level of partisan charlatanry," C. Beard, "Regimentation of Education," pp. 31-9 in M. B. Schnapper, ed., **Five Years of Hitler.** New York: American Council on Public Affairs, [1938] p. 38.

[6] Miss Mann's derogatory digs at Hitler's inability to write correct German betray highbrow hauteur on her part. Her emphasis on the incompetence of Nazi public officials, particularly Education Minister Bernard Rust, is more to the point, since party activity is often the open sesame to high positions. **E.J.,** "Called to the faculty, Krieck was simultaneously appointed its head, even though he lacks a regular academic degree. For a long time, however, Krieck has been a fiery and active Nazi." "A. E. Meyer, "Nazi Education in Germany," **Social Studies,** XXV,2, February 1934, p. 63. Ernst Krieck is considered the leading Nazi Educational philosopher.

[7] There are undoubtedly many German teachers who are unsympathetic, to say the least, with the aims and methods of Nazi education. Perhaps there even exists subtle scholastic sabotage. Miss Mann mentions a courageous pedagogue who dared defy the instructions of his superiors.

Grades Through Students' Eyes

ROBERT TYSON
Hunter College
New York City

ALL educators realize that grades do not appear in a soothsayer's crystal as manifestations of cold destiny. They are estimates made by human beings, subject to the personal equation. Mindful of this, teachers make an added effort to be objective, to search their own attitudes for evidence of bias. Their aim is to give grades that are "deserved".

Do students feel that their grades are matched to their efforts? What feelings of fairness or unfairness do they have about grades? To what do they attribute the difference between self-estimates and grades actually received?

To answer these questions, 102 Hunter College students took part in a study. They were an unselected group of students in the required General Psychology course, mostly sophomores seventeen or eighteen years of age. Because of incomplete records in the cases of two individuals, the actual number involved was 100.

Blank sheets of paper were distributed and these instructions were given verbally:

"Do not put your name on this paper. Although each student's response is important, it is absolutely anonymous. It has nothing to do with the work of this class. This will help you to be frank and not care about what some one might expect you to say. All that is wanted is your honest response.

"Everyone knows that there are certain things that earn final grades. They are test results, examination results, performance in class. At the same time students often believe that other factors, irrelevant to the work of a course, influence the teacher in givind final grades. You are to make a list of such irrelevant factors influencing teachers in giving final grades, as you see them. Name one, a few, or as many as you wish. If you do not believe there are any, write the word 'None' and wait for further instructions."

As a second step the subjects were asked to list final grades for the previous semester, and then told:

"Here is a scale by which to measure your feelings about each of the grades you received:

'0' means 'This grade is what my work deserved.'
'—1' means 'This grade is less than my work deserved.'
'—2' means 'This grade is far less than my work deserved.'
'+1' means 'This grade is more than my work deserved.'
'+2' means 'This grade is far more than my work deserved.'

"Place the appropriate symbol next to each final grade you have listed."

▼

As a final step the subjects were asked to write down their cumulative average college standing.

The material obtained was studied from several points of view which will be presented in order.

Irrelevant influences on grades, as seen by students.

A tabulation of the influences thought by students to deflect teachers from objectivity appears below. Only two subjects reported the opinion that *no* influences of this sort affect grades. Altogether 324 separate items were mentioned. At the left of each category is the number indicating the frequency of its occurrence:

(73) *Apparent* interest in the work. (Cooperative attitude

THE IROQUOIS NEW STANDARD ARITHMETICS

By DEGROAT AND YOUNG

ARE SWEEPING THE COUNTRY !

This series for Grades Three through Eight is just one year old and to date over 2,000 schools or school systems are using it in whole or in part. This remarkable record would not be possible if the IROQUOIS NEW STANDARD ARITHMETICS did not possess unusual merit.

Some Representative Cities Using the IROQUOIS NEW STANDARD ARITHMETICS in Whole or in Part:

Albany, New York
Augusta, Maine
Baltimore, Maryland
Boston, Massachusetts
Jersey City, New Jersey
Lincoln, Nebraska
New York, New York
Philadelphia, Pennsylvania
Reading, Pennsylvania
Scranton, Pennsylvania
Syracuse, New York
Waterbury, Connecticut

Iroquois Publishing Company, Inc.

Home Office: Syracuse, New York

New York **Chicago** **Atlanta** **Dallas**

Speaking up in class. Bringing news clippings. Etc.)

(35) Appearance. (Physique and clothes.)

(35) "Personality". (Good or bad general impression, no details given.)

(29) Number of absences and latenesses.

(25) Agreement with opinions of the teacher.

(21) Acquaintance with teacher outside of class. (In college clubs and other extra-curricular activities.)

(20) Prejudices. (Political, religious, racial.)

(18) Teacher's knowledge of previous accomplishment. (Grades earned, information from former teachers.)

(10) Mood of teacher while computing grades.

(8) Asking questions after class. (Suggests interest.)

(7) Getting teacher to know your identity.

(7) Personal flattery.

(6) Individual theories of marking. ("No one deserves an 'A'." Special attitudes towards majors in the field. Giving almost all students average grades, with a very few excellent and poor ones.)

(5) Assisting teacher in some way.

(4) "First impression". (No details.)

(4) Neatness of written papers.

(4) Apparent presence or absence of effort for its own sake.

(4) An annoying single incident, well remembered.

(3) Appreciating teacher's jokes.

(1 *each*) Arousing sympathy for some reason. Promptness in handing in assignments. *Method* of answering test questions. Knowledge of brother's or sister's work. Knowledge of other subjects.

324

Evidently teachers are not alone in appreciating the possibility that irrelevant factors may influence them.

It may be pointed out, in coming hastily to the rescue of the profession, that student opinion of teacher objectivity is not necessarily correct. Nor was there an opportunity, in this study, to determine the *importance* attributed to the personal equation in grades. Still the very existence of such attitudes is food for thought.

One definite use for the array of categories presented above is as a check-list for self-analysis on the part of the teacher, who may ask himself: *"Am I guilty of this?"*

▼

Satisfaction and dissatisfaction with grades.

To get a picture of the subjects' feelings with respect to the fairness of their grades, the symbols applied to her grades by each student (−2, −1, +1, +2, as above)

(*Continued on page* 132)

Movies Challenge the Schools

Potentially a force for education, films have but slowly been brought to serve school ends.

ARTHUR LEVIN
Iowa City, Iowa

MOTION pictures have become a gigantic educational factor, unfortunately often in conflict with home, school, and church. Motion pictures can be a powerful weapon against ignorance, but in the hands of those who are more concerned with money making than molding characters, it can be a dangerous weapon. Today, the challenge to the school and church is to convert this vital medium of expression to the needs of youth.

The fundamental reason for attending motion pictures is a basic one in human nature; namely, the need for recreation. Youth, particularly is drawn to this world of make-believe, wherein fragments of the imagination become realities before their very eyes. Tender, vulnerable emotions are stimulated to a remarkable degree, resulting in behavior patterns, good or bad, according to the kind of stimulation. That the majority of motion pictures available today do not provide the proper stimulation is evident from statistics gathered under the Payne Fund Studies. Of the various films presented throughout the country, 25% concern crime, 15% sex, 30% love (of one sort or another, often favorably presented), 15% comedy, 10% mystery. In 80% of all pictures drinking is conspicuous. 90% show smoking. The significance of these figures is summed up thus: less than 10% of the goals shown are acceptable to the school and church!

Every week, about 65,000,000 see and hear talking pictures. Of this number, 45% are under 21 years of age and 20% are under 13 years. However, except for the occasional films aimed at children and the notorious "cowboy" pictures, no special effort is made by the motion picture industry to produce themes beneficial and instructive, let alone unobjectionable, to the young people that constitute almost half their total audience. Thus, the burden of diverting attention away from the theatrical films to some other, equally entertaining, center falls upon the school and the church. To do away with motion pictures altogether, however, is not only unnecessary, but practically an impossibility. One has only to witness the lines that form at the ticket windows of local theaters every Saturday afternoon to realize that "movies" are as much a part of our modern lives as eating and sleeping. Moreover, films constitute a powerful means of education, which, if utilized properly, will become second only to textbooks in their value to the school.

First and second graders (of the 7 and 8 year old group) absorb 40% of the content of the picture shown. Fifth and sixth graders (of the 11 to 12 year old group) absorb 60% of the theme. Second year high school students (of the 15 to 16 year old group) absorb 75% of the pictures. Adults absorb 80%. But more important is the retention value associated with sight and motion learning. After a period of 3 months, the first and second graders retain 90% of what they absorbed previously. Such is the impressionability of the young child's mind. Fifth and isxth graders retain 80%. High school and college students and adults retain 70%. Rulon of Harvard, as far back as 1933, pointed out that talking pictures increase retention of learning by 40% over all other aids. Therein lies the educational significance of motion pictures.

Now, since it is practically impossible to do away with the motion pictures, and its educational value has been proven beyond refute, it behooves the school system to "cooperate with the inevitable". Visual Education, through the medium of motion pictures, is the answer to this challenge.

Lessons, in almost any field, can be enriched by means of pictures, charts, models, maps, slides and motion pictures. Indeed, all study can be motivated and vitalized by the visual appeal. But, strange to say, although the value of this type of appeal has been recognized by leading educators for a number of years, such non-theatrical institutions as the school and church have been slow to adopt the medium of motion pictures. Primarily, there are three reasons for this apparent lack of interest.

The first, and most important reason up to now, was that there had been no pictures to show. Although there does exist a wealth of educational material which can be extracted from films already produced in the theatrical field, these are not edited in such a manner as to render them acceptable for instructional purposes. In addition, theatrical exhibitors are strongly opposed to opening the non-theatrical field, and have organized to prevent such a move. Furthermore, most of the larger producers, such as Fox, M-G-M, Paramount, United Artists, Universal and Warner Bros. own theatres. As a result of this apathy on the part of the commercial producers, an almost microscopic supply of pictures were available for classroom use. However, so imme-

Direct Mail

Is Only One Good Way to Advertise.

Regular Advertising in

THE JOURNAL OF EDUCATION

provides a Backlog of Reputation, Goodwill, and Demand that glows steadily through the years.

A challenging method — A tested vocabulary

MODERN-LIFE SPELLER

1941 Edition

By Ayer-Oberholtzer Woody

The word list is taught in life-like situations, in functional activities, in content that holds the child's attention. Other features are:

1. Through informal discussion centered on a theme of interest, children make sure of meaning and pronunciation. Each child has a chance to use, see, hear, and write new words in realistic situations.
2. Provision for individual differences is made through a three-level vocabulary, creative study units, and thorough and systematic review.
3. The child develops his own technique for the study of spelling through observation and self-activity.

Clothbound and Workbook Editions

WORLD BOOK COMPANY

14 Beacon Street, Boston
Yonkers-on-Hudson, New York

diate was the success of even the few pictures shown that other schools, which had never thought in terms of motion pictures, began to clamor for demonstrations. As the demand grew, certain leading universities began to experiment in the production of this type of film. For example, the University of Iowa created a Department of Visual Instruction which purchased pictures previously produced and edited them for classroom use; at the same time working on the production of "home-movies" which related specifically to the Iowa locale. Most of this work grew up from the practice of photographing football games with a view toward correcting errors and improving players' abilities. This means of instruction was so successful that its use spread to every department throughout the University. Similarly, the Iowa State College at Ames adopted visual instruction, and the University of Chicago, with the help of E.R.P.I. Picture Consultants of New York, began an ambitious program of producing 80 talking pictures, 20 in each of four divisions: physical sciences, biological sciences, sociological sciences, and the humanites. By this time, many universities throughout the United States had some sort of provision for this type of educational aid. Paralleling the development of educational motion pictures in universities, private companies began to produce non-theatrical, educational films for school use. To mention a few, there are H. W. Wilson Co., of New York, The Educational Screen of Chicago, Illinois, and the Association of School Film Libraries, Inc., also of New York. Today, there are a host of educational pictures available to any institution on a great variety of subjects from Abraham Lincoln to Zoology. Catalogues of the above-mentioned companies list the variety of films obtainable.

The second, and perhaps equally important reason for the disinterest in motion pictures, is the high price of quality equipment necessary to show films. However, since the demand for films and equipment have increased so markedly, competition among the manufacturers to supply the market has lowered prices to some degree. Good projectors, while still expensive, are constructed more ruggedly now so as to withstand years of hard use without the necessity of frequent repairs, as was the case heretofore. Improvements in film manufacture, such as non-inflammable stock, have contributed materially to lowering costs by elimination of the projection booth as a safety device. At the present time, 16mm. width film is the most satisfactory and practical for schoolroom use.

One of the fundamental ques-

THE IOWA EVERY-PUPIL TESTS

Form M ready in April

Product of a Co-operative, Professional Service

BATTERIES OF TESTS FOR GRADES 3-5 AND 5-8 THAT WILL ADEQUATELY MEASURE YOUR PUPILS' MASTERY OF BASIC SKILLS.

In these tests basic skills are measured, rather than subject matter achievement. Dependable and analytical descriptions of pupils are assured by the length of the tests, and the provision of complete normative data of 16 skills in the Elementary Battery and for 15 in the Advanced. The Manual provides effectively for educating teachers in the use and interpretation of tests results.

Test A. Silent Reading Comprehension
Test B. Work-Study Skills
Test C. Basic Language Skills
Test D. Basic Arithmetic Skills

Send for circular

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO DALLAS ATLANTA SAN FRANCISCO

tions in the purchase of equipment is whether the school should secure silent or sound projection machines. Several years ago, silent projectors were the only ones available, and there were no sound films. In the last few years, there has been a sharp decline in the number of silent films being produced with a corresponding- in crease in the production of sound films. In the purchase of new projection equipment, a school should consider the present trend toward sound for educational purposes. Silent films can be shown on sound projectors, but to show sound film on a silent projector would damage the film beyond repair.

A good projection screen is just as important as a good projector, and in many cases, is the difference between a good and bad showing of the film. There are three types of screen surfaces: mat white, silver and beaded. Some screens are of the roller "window shade" type, while others are portable and can be mounted on tripods. The beaded screens are more popular for classroom use due to their high reflection quality, but the particular needs of the school should determine the type of screen to be purchased. Adequate facilities should be made for a source of electrical current near the projector, and if films are frequently shown in a large classroom or auditorium, it should be wired for sound rather than to run sound cables to the speakers.

A vital consideration sometimes overlooked in making plans for showing films is an adequate means of darkening the room. In the great majority of cases, the common curtain is not suitable for the proper darkening to obtain best results in projection. The simple expedient of providing hinged slats on the side of the curtains to hold them flat against the wall, thus preventing light from entering, will easily solve this problem. Some schools have two sets of curtains; one of tan, in general use; the other, of a dark green, for film projection. Also, the curtains may run in metal grooves to keep light from entering through the sides. Other simple means may be devised, according to the particular characteristics of the room used.

Catalogues and demonstrations of equipment may be obtained from almost any manufacturer, some of which are the Ampro Corporation, Herman A. DeVry Inc. and Bell and Howell Co., all of Chicago; R.C.A. Victor Co., of New Jersey; Victor Animatograph Corp., Iowa; the Weber Machine Corp. and Eastman Kodak Co. both of New York.

The third reason usually given for not providing visual instruction

LANGUAGE FOR MEANING

a *new* series

By PAUL McKEE M. LUCILE HARRISON ANNIE McCOWEN

Features of this new series are: EMPHASIS ON MEANING. USE OF PUPIL EXPERIENCE AS THE BASIS FOR EXPRESSION. DRIVE FOR CORRECT ORAL HABITS. ABUNDANT PRACTICE. DEFINITE DAILY HABITS. A COMPLETE AND CLEARLY ORGANIZED PROGRAM.

"It is good to find an author willing to tie up English to English. The lessons are organized around English activities. The selection of many activities of importance to children and the careful guidance in developing good English in connection with these activities help to emphasize the much neglected item that good expression is always important, not only during the language period, but in connection with everything we say." Helen J. Piper, Supervisor, Gds. IV-VI, Lynn Public Schools.

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO DALLAS ATLANTA SAN FRANCISCO

is insufficient budget allowance. However, today, more than half the states in the United States have departments dealing with visual aid. Over 200 cities have such departments in their educational organizations. Pittsburgh's budget for visual instruction runs well over $100,000 annually. More and more schools are tending toward some provision for visual instruction. Up-to-date school architecture provides for booths, screens, loud-speaker space, acoustical treatment, and darkening arrangements for auditoriums and even classrooms.

Some competent member of the school system should be appointed director of the visual instruction program and should be given full charge of coordinating the classroom films with the teachers' program. The director should keep records of all showings, teachers' comments, and suggestions for additional use of the film in the future. In making plans for the use of educational motion pictures in the schools, the board of education should make sufficient budget allowance, depending on the size of the school system, for rental fees and shipping expenses to secure the desired number of films for the year's program. An adequate operating budget for securing film is just as important as the equipment for projection. A projector without proper films will be of little value to the school and the students.

Talking pictures should be used where other educational aids fail or will not serve as well. They are most valuable in helping a person to vicariously experience life far beyond everyday reach. Slowing down or speeding up the film can show a year's growth of a plant in a few minutes or permit the eye to study action or motion that would be too fast to follow otherwise. Films can bridge time, as in history or the visualization of the future; it can bridge space, as in geography and current events; it can demonstrate scientific experiments or teach art appreciation. It can follow an educator's thoughts by means of animation, cutting, editing, and piecing widely separated film materials together. It can record educational material for future use. In other words, motion pictures can emotionalize education in a pre-determined way.

However, demonstrations, experiments and projects, wherever possible and economical, are superior to films. Real life experiences, if acceptable, should not be replaced by vicarious motion pictures. Textbooks and films should supplement each other. It is very important to remember that, at best, films are but a substitute for vital, living experience, and as a

substitute, should never replace student participation. Both textbooks and pictures should fit into the educational procedure, but never dominate it. The teacher may secure a general knowledge of motion picture evaluation by reading "An Introduction to the Evaluation of Motion Pictures in General Education", Motion Picture Project, American Council on Education, 744 Jackson Place, Washington D.C., or "Visualizing the Curriculum", by Hoban, Hoban, and Zizman, available from The Education Screen, Chicago. The outstanding professional organization in the field of educational talking pictures is the National Academy of Visual Instruction which is affiliated with the National Education Association.

Non-theatrical institutions, as the school, home and church, provide a potential field for production of pictures fifteen times greater than the present theatrical field. There are about 233,000 churches seating approximately 55,000,000 persons weekly. In addition, there are 185,000 Sunday schools and 263,000 public schools throughout the land. The potential theater audience is more than 100,000,000 persons each week. Pictures, representing the Truth, and produced as arfistically and dramatically as possible should offer as great an attraction to this vast audience as the theatrical, non-educational films so popular today. There should be a union of the highest technical, artistic, and dramatic skills and all films be supervised by philosophy (religious), psychology and subject authorities. It should be possible for all schools to rent or purchase prints. If these things come to be, and they are, it would not be difficult to see those long lines forming at ticket-windows of theaters being diverted to the school and church and Sunday school. Thus, more strongly than ever, will the school and church occupy the moral and social center of every community.

Grades Through Students' Eyes

(*Continued from page* 127)

were converted into an algebraic sum describing her total satisfaction-dissatisfaction score. For instance, a student listing five grades as follows:

A, —1; C, —2; B, +2; C, —1; B, —1

would have a score of —3, indicating general dissatisfaction with respect to grades.

The distribution of satisfaction-dissatisfaction scores appears below:

Scores:	—5	—4	—3	—2	—1
Incidence:	4	2	10	26	23
Scores:	0	+1	+2	+3	+4	+5
Incidence:	16	7	8	3	—	1

This distribution is skewed towards the dissatisfaction end, with a median of —2. Those who were satisfied or more than satisfied number 35 as opposed to 65 who felt underestimated. One may note on the one hand that about two thirds of the subjects felt underestimated. On the other hand, and equally deserving of attention, is the fact that as many as a third were sufficiently honest with themselves to admit that they felt overrated. In view of the impressive general tendency to think well of ourselves, this is fairly remarkable.

▼

Academic standing and attitude towards grades.

To investigate possible differences in attitudes of students with high, medium, or low academic standing, the subjects were divided into thirds on the basis of their cumulative college averages. The relationship between college standing, number of irrelevant influences attributed to teachers, and satisfaction-dissatisfaction scores, was as follows:

College Standing	Number of Irrelevant Influences Mentioned*	Satisfaction-Dis-Satisfaction Score
Lowest Third	120	—43
Middle Third	136	—23
Highest Third	124	—30

While, understandably enough, the upper third in academic standing was less dissatisfied, it is noteworthy that the middle third had the lowest dissatisfaction score. Perhaps these middle students avoid both worry lest they be dropped, which may characterize the lowest third, and ambition to be top-notch, which might affect the upper group.

Although less dissatisfied with its grades than either the top or lowest third, the middle third nevertheless mentioned the largest number of irrelevant influences thought to affect grades. It is of course possible that the *importance* attributed to even *one* influence could make up for a larger number of influences mentioned by other students.

It was distinctly surprising to discover that there was *no overwhelming tendency for students of low standing to rationalize their position* by naming many times the number of irrelevant influences they believed to be at work. It seems remarkable that attitudes were so comparatively little influenced by general college standing.

Outstanding is the fact that a large majority of the subjects felt underestimated by their grades, that all except two believed extraneous influences were significant in the process of giving them, and were quite able to present their impressions of these influences in definite terms.

Attitudes towards recognition in college would appear not too different from attitudes towards achievement in business, a profession, or any other pursuit. Few of us, it seems, have been rated as high in reality as we are by those amiable judges—ourselves.

---

* The "influences" here total 380, while in the first table they total 324. The discrepancy occurs because the 380 is the total number of influences mentioned. In view of repetition by individual students of the same category in different words, as separate items, such duplication was eliminated in the first tabulation, producing a smaller sum.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

Flag Salute

Q.—What is your candid opinion about having children salute the flag?

A.—In times of peace or war, I should like to see a daily (at least weekly) flag salute in every school room, except on days when there is such a ceremony by the entire school in the assembly. I should not make an issue of it with those few children whose parents object to this procedure on religious grounds. Rather, I would aim to make the flag salute a privilege and so interesting and attractive a ceremony that all children would want to share in it.

Fun at Children's Expense

Q.—Some of the teachers in our building have a habit of visiting in each other's rooms during recess or lunch periods, and often they tell each other with loud laughter some "funny" thing a child has done or said, which the child has not meant to be funny at all. Should not such a practice be stopped?

A.—Most certainly it should be stopped. This is one of the most dastardly practices I can think of. Children hearing these ridiculing remarks suppose they also must be made fun of or might be in the future. When we put ourselves in our imagination in the child's place we don't have fun at his expense.

Home-School Cooperation

Q.—Do you see any prospect of closer home-school cooperation in the future?

A.—Yes. Further study by teachers in training and teachers in service, of child development, family relationships and home guidance, should make this possible. Not only does the average parent fail to understand the teacher, but the average teacher fails to understand the parent. With so much more psychological training and educational background, the teacher should surpass the parent in this understanding.

Meeting parents is as fine an art as being a gracious guest in a home. Hampered with school traditions, teachers are tempted to deal officially rather than personally with parents.

We must not expect all the cooperation to come from the home, or expect parents to do as "I say," But rather we must make it a fifty-fifty proposition. However, if we really want to go fifty-fifty, we shall have to aim to give about 75 and take 25, allowing for our human bias.

Greater efforts by the school to understand the home, get the parents' point of view and win (earn), rather than dictate, cooperation was especially in evidence in the daily section program on home-school cooperation conducted at the annual convention of the Association for Childhood Education at Milwaukee last May. I have never witnessed any other discussion in this field quite so full of promise. I wish the methods employed by this live, dynamic organization at its conventions might be emulated by other educational organizations, with few talks and lectures and much discussion among members of small groups.

Threatening Demotion

Q.—Do you think threatening a child who lags in a "brighter" section with demotion to a "duller" section would help the child?

A.—A thousand times *no*; yet many teachers do it. Such threats practically never induce the child to do better but usually cause him to do poorer work. Besides the practice would place a stigma on the "duller" group.

"Little Pitchers"

Q.—Is it advisable to discuss with the parents of a child his shortcomings in the child's presence?

A.—As a rule, no; neither at school nor at home.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

University Must Choose

The university is face to face with a serious problem whether it knows it or not. That problem is how to serve everyone who enrolls.

During the past summer I met twenty-one boys and girls who said they were not going back to college—one year was enough. They gave these reasons: (1) the professors are too cranky; (2) the work is too difficult; (3) it is necessary to belong to a fraternity or sorority to get recognition; (4) too much of the work is dry and useless; (5) the professors talk too much about themselves, their wives and their children; (6) the professors take a great deal of pride in shocking the students with their views on communism, philosophy and religion; (7) going to the university is a waste of time. Some of these who recently have secured secretarial positions with large business houses lament: "Why did I waste that first year?"

Regarding these criticisms the university can take one of two opposing courses: (1) here is the university—the pillar of wisdom—unbending, immovable, the infallible guide to social, political and economic Utopia. Students who enter must make every adjustment—to the curriculum, the whims of the professors and the standards of student life. (2) Here is the university—the servant of mankind—humble, tolerant, flexible, yet firm in its determination to uplift, ennoble, inspire.

The university in order to attract and hold people must make

basic adjustments to their abilities and needs. Not all can go to college but those who can go should not be disappointed—they should be given much that will help them succeed—courtesy, honesty, thrift, a desire to work, as much academic work as they can absorb, belief in themselves, a radiant enthusiasm to serve, and respect for law and God. All this implies a carefully chosen faculty, well planned curricula, well regulated student activities and properly planned social life.

The university should operate on the principle that students need its care, protection and guidance more than they need its wisdom.

Social Science, or Sciences

Modern school plants are the best we have ever known—school equipment and materials are the best—teacher training is the best—but has there been a corresponding improvement in curricula, objectives and methods? I doubt it.

Take social science for instance. What is social science? To many of us it is a combination of history and geography—a sporadic attempt to be modern and concoct a new UNIT in education—a conglomeration of hit and miss ideas about the problems of living together (yes, and I must not forget to add, "in a democracy"—it is fashionable now to add that phrase to definitions).

The criticism of social science is that it is impossible to teach history and geography at one time—as one unit—just as it is impossible to teach literature and mathematics as one unit. The areas of learning are too great even though related and dependent. In social science the children learn neither their geography nor their history. Some educators say why learn many facts in these fields? The answer: So as to understand the orbit of social inertia—so as to be able to think soundly—so as not to be so damned dumb.

The most effective procedure is to teach geography and history as distinct units, correlating and inter-weaving them wherever the occasion arises. This gives the child an opportunity to learn the principal facts in both fields as well as to think broadly in terms of them. Another idea suggests itself: none of the academic subjects should be departmentalized since that plan prevents effective correlation.

We as teachers must forever be on the alert. There is a vast difference between being progressive and being gullible.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Average Man's University

I have great faith in the public high school, even under the handicaps of recent years. The classes may be large but students develop more initiative and resourcefulness if they don't have a chance to get too much individual help from teachers. All types of boys and girls attend the high school,—the gifted, the dull, the strong, the weak, the stable, the temperamental, those of native stock, and those of foreign extraction. This heterogeneous group is a cross section of the community. If our children become leaders in business or politics they must learn how to deal with all sorts of people. What better place can they find for gaining this ability than the high school? High school teachers may not all be great specialists in the subjects they are teaching but they are practical and versatile,—they know how to apply knowledge in many fields. This is the day of the average man and the high school is his institution.

Tenure

While discussing the teacher tenure bill now before the Maine Legislature a man told me that people do better work when they fear that they may lose their jobs. He argued that teachers would get slack if they became secure in their positions.

That may be true of some people but certainly it is not true of those worthy of their vocation, whatever it may be. President Franklin Johnson of Colby is not working night and day to move his college to a better location because he is afraid of losing his job. The vocational security of judges, college professors, policemen, mail men and many others does not result in unfaithful service.

Men and women of real worth do their best for the love of their work and because they desire to serve mankind. Any possibility that such persons might lose their jobs is degrading.

A Painless Extraction of Money

Our Cony Parent-Teacher Association has certainly found an easy way to earn money. The project committee has sponsored several old-fashioned dances, which have been held in our gymnasium and which have been patronized by many people including a large number from the state legislature which is now in session. These dances have not only resulted in much profit but they have provided good fun and promoted acquaintance.

I believe that with a good orchestra and a capable man to "call off", such dances might prove a success in many communities.

A Unique Woman

The series of lectures which Miss Margaret Slattery is concluding in our community are inspirational and thought provoking. And more stimulating than anything that she says is the woman herself. Her gracious personality, perennial youth, and strong moral persuasiveness make her a unique character among present day American women.

The News Digest SECTION

Schools Urged To Publicize

CAMBRIDGE, MASS.—Public schools in this country must institute an active public relations campaign if they are to maintain the support of the public, A. L. Knoblauch, executive secretary of the Connecticut State Teachers' Association, declared recently.

He spoke at a conference on "Public Opinion on Education," held at Littauer Center under sponsorship of the Harvard Teachers' Association and the Harvard graduate school of education.

Describing current attempts of school boards to obtain funds as "bootlegging activities," Knoblauch urged that the general public be educated concerning the work and place of the school system in American communities.

"In the future, schools will have competition from other municipal pressure groups that will attempt to divert the appropriation of school funds," he asserted. "Public schools will then find they are unable to defend themselves, because of a lack of contact with the public."

Visual Education Furthered by College

MOUNT PLEASANT, MICH.—Central State Teachers' College follows the lead of newspapers in putting high value on "learning by seeing."

Junior College Role Discussed

CHICAGO.—Junior colleges have an important part to play in the Nation's defense program, educators agree, but they are not unanimous when it comes to saying what type of training they should give. Sharp differences of opinion were voiced at the convention of the American Association of Junior Colleges.

As might be expected, Robert Maynard Hutchins, President of the University of Chicago, spoke up forcibly for general education rather than vocational courses. He took direct issue with the President of the Association, Dean C. C. Colvert, of Northeast Junior College, Monroe, La., who opened the convention with an appeal for a type of junior college education which would train young people for specific jobs, fitting a girl to be a beauty operator or a boy to run a filling station. For example he would also have the junior colleges take over NYA training for defense industries.

CHICAGO'S SCHOOLS RECOVERING FROM FINANCIAL CHAOS OF '34

CHICAGO.—Chicago public schools that went in rags and patches in the dark financial times of the early '30s are returning to a fair living standard again. And no one is happier about the improvement brought about under the financial administration of the present Board of Education than the Board's severest critics.

While they still see plenty of room for improvement in the basic tax system which supplies the schools and in the Board's use of the funds now received, they are glad to make full recognition of the Board achievements. John Fewkes, President of the Chicago Teachers Union, spoke along such lines at a recent budget hearing.

"Great credit is due the Board of Education for bringing order to the chaotic financial condition of the public schools," he said, referring to the period in '33 and '34 when teachers went without pay for more than eight months at one time.

"Although the Chicago Teachers Union differs drastically with the Board on other matters, we feel that the Board deserves high praise for this outstanding accomplishment."

The Citizens School Committee also recognizes the improvement in finances. The educational fund budget for 1941 is about normal, according to Mrs. Mabel P. Simpson, Executive Secretary of the Committee. After severe reduction in the budget in '33 and '34, it is about back to the point it had reached in the peak year of 1931, she said. Teachers' salaries, cut 23½ per cent in '33, have been restored to within 7½ per cent of the 1931 rate, Mrs. Simpson added, commenting that there is every reason to expect complete pay restoration in 1942.

While expressing appreciation for what has been done to better the schools' finances, civic leaders see that there is room for plenty of further improvement.

Teacher Dismissed Over Flag Salute

GETTYSBURG, PA.—John A. Miller, 32, Hamilton Township school teacher, was dismissed today for refusing to lead his pupils in saluting and pledging allegiance to the American flag at school opening exercises.

Miller, a teacher at the Hartman school eight years, said he never had and never would use the salute. The salute, he said, at a hearing, would mean his "complete destruction."

Whole Senior Class Will Enter Army

EASTON, PA.—Practically all members of the senior class at Lafayette College expect to enter the Army after graduation, but more than 90 per cent of the rest of the student body intend to return to college next Fall, a survey by The Lafayette, college newspaper, shows.

Of the seniors expecting to enter the Army, about three-fourths will be drafted and the others will volunteer to complete their service before entering upon a career.

About 4 per cent of the three other classes indicated that they would enter the Army when the college year ends.

SKIPPING GRADES FOUND HARMFUL, DEMONSTRATION SCHOOL WARNS

EVANSTON, ILL.—Even if Johnny or Mary is unusually bright and easily could skip a grade this year, parents should forbid it unless they want their child to become an academic "grind" or a social misfit.

That is the warning issued by the Children's Progressive Demonstration School on the basis of 15 years' experience with pupils of superior intelligence. The warning came from Miss Clara Belle Baker, director of the school since it was established in 1926 as part of the National College of Education.

Still working on the problems of how rapidly to advance the superior child, she now has 225 pupils to observe—children of nearby Chicago's professional people who pay from $180 to $300 annual tuition to have their youngsters educated the progressive way.

In a summation of her conclusions on superior children for the school's parent-teacher council, she began by startling some of the parents with a flat statement:

"Parents and teachers are more often than not the unwitting cause of turning a child of superior intelligence into an academic recluse or 'grind.'"

"The solution of the problem 'to promote or not to promote,'" she said, "is to give the superior child a program that will call for additional activities in proportion to his abilities without advancing him too rapidly in reading, spelling, arithmetic, geography, and history.

"At the children's school, we have found that beginning a foreign language in the third or fourth grade for children of high intelligence is desirable. Instrumental music and extra responsibility in such activities as the school newspaper, school store, and group dramatizations are also helpful."

Miss Baker explained that care should be taken not to give the superior children exclusive opportunities for special activities, since all children enjoy and can profit to some extent from such participation.

Two Jersey Schools To Be Affiliated

SHORT HILLS, N. J.—The Buxton Country Day School of Short Hills and the Brookside School of Montclair are to be affiliated into what their spokesmen describe as "the largest single progressive education unit in metropolitan New Jersey."

Affected by the plan are 227 boys and girls in Short Hills, Montclair, the Oranges, Llewellyn Park, Glen Ridge, Summit, Chatham, Madison, Plainfield and other communities in Essex, Morris and Union Counties. The total includes 126 students of Buxton and 101 of Brookside.

A joint system of progressive coeducation on the country day school plan from nursery school to college has been worked out by the boards of the two schools after months of careful study.

Dictatorial Teaching Undermines Democracy

BELMONT, MASS.—Foundations of democracy are constantly being undermined by autocratic and dictatorial teaching in our public schools, Willard B. Spaulding, Belmont Superintendent of Schools, charged recently.

"What the usual school does to our children is atrocious," he stated in an interview. "Democracy is not something you learn to talk about, it is something you learn to live.

"Reform of our school system, it seems to me, is essential to the preservation of our way of life."

Mr. Spaulding is recognized as one of the foremost advocates of functional, or "modern"—not "progressive"—education.

Explaining the methods used in modern classrooms, Mr. Spaulding said motion pictures, special exhibits, and frequent "field trips" to the community create an atmosphere in which children are eager to learn.

Canadian Students Trained in Shifts

OTTAWA.—In several technical schools in Canada classes are being conducted in three shifts covering 24 hours, R. F. Thompson, supervisor of youth training in the Labor Department, said after a survey trip of the training establishments.

Mr. Thompson said more than 30,000 students had been enrolled in vocational training classes under the Dominion-Provincial war emergency training program. More than 75 vocational shops in technical schools or special training centers were being used.

Purpose of the program is to provide workmen with some skill to assist the Dominion's war effort, and the program is dovetailed with the requirements of industry, men trained in certain lines of activity being provided as required by the school.

Streamlined Teaching In Indian School

SAPULPA, OKLA.—"Will the class please lie down on the floor and take a nap?"

That is just one of the unorthodox instructions given at the Euchee Indian School for Boys in Sapulpa, tribal education center where streamlined teaching methods are being tested.

The school's methods are synchronized to meet the needs and demands of today's Indians who face adjustment in the white man's world. Rev. Heagy, superintendent, sees education for the red man a bit differently from the classroom instruction for paleface brothers.

The Euchee school, with 126 boys, is stressing the need of adjustment and conditioning of Indian youth to meet the kind of life they will lead, which is not that of the majority of white citizens.

This school is putting emphasis on farm and agricultural life, on handicraft and design. "Training for the experimentation" is the credo Heagy preaches. Practical application of the three R's, in so far as it is needed, is taught. But Heagy has revamped the life perspective of the Indian boys who spend four years of their grade schooling in Euchee.

"I want them to be useful citizens to themselves, citizens who can live a civilized and self-sustaining life within the bounds of their capacities and within the provinces of their interests," Heagy said.

Language Tests Hard on Teachers

STORRS, CONN.—Failure to pass certification examination bars two-thirds of the candidates for foreign language teaching positions in Connecticut, it was revealed here by Professor Arsene Croteau, head of the University of Connecticut foreign language department, who administers the tests for the State Board of Education.

These certification examinations

begun last Spring at the suggestion of the Commissioner of Education, Alonzo G. Grace, were given for the third time last Feb. 1 at the New Britain State Teacher's College. Of fifty-seven candidates from New England and neighboring States, only nineteen passed. These are eligible for certification to teach foreign languages in the high schools of Connecticut if they meet other requirements.

Passing the complete examination makes one eligible for certification for only two years. If the candidate does not get a job by then, the test must be taken over again.

Queensland Schools Educate Evacuees

BRISBANE, QUEENSLAND.—Educational assistance for evacuee children from Great Britain, Hong Kong, and Singapore, is to be undertaken by secondary schools in Queensland.

The Brisbane Grammar School is offering five evecuee scholarships, exempting the winners from payment of fees, and all Church of England secondary schools are offering reduced fees to all overseas British children now living in Queensland.

Other schools in Brisbane, Sydney, and Melbourne are reported to be preparing similar scholarships or reduction of fees for 1941.

'Make Complete Life' Cuts School Day

AKRON, OHIO.—The school day has been shortened for more than 28,000 elementary school pupils in Akron.

The plan recently proposed by Superintendent of Schools Ralph H. Waterhouse became effective upon vote of the School Board and lopped off the school hours. Closing time now is 3:15 p.m., instead of 3:45 p.m.

The more complex life which children lead these days was the Superintendent's chief reason for the change, he said. More time in which teachers may meet with parents and discuss their children's problems was also mentioned as a contributing consideration. More time for the teacher to study and to participate in educational programs was still another factor in the decision.

PUBLIC SCHOOL GRADUATES AHEAD IN DARTMOUTH SURVEY

HANOVER, N. H. — High School graduates fare better scholastically at Dartmouth College than students who prepare in private schools, it has been established by a four-year study of the class of 1940. Last year's graduating class, which entered college with exactly 325 each of public and private school men, finished with a four-year average of 2.416 out of a possible 4.0 for the public group and an average of 2.168 for the private group.

It was also disclosed that fewer men from the public school group were dropped for academic insufficiency or were disciplined for academic reasons. More men from the high schools received prizes and honors at graduation, and the public group obtained higher records on the comprehensive examinations covering the whole of the major course at the end of senior year.

The four-year study at Dartmouth was made under the auspices of the committee on admissions and the freshman year and was directed by Edward T. Chamberlain, Jr., assistant to the freshman dean.

"The study affords no basis for dangerous generalizing as to the comparative merits of public schools and private schools," Dean Robert C. Strong, director of Dartmouth admissions, declared in making the survey results public. "It was made primarily to test the theory behind Dartmouth's selective process of admission, and we are, of course, pleased that it has confirmed the validity of our bases of selection.

"Nothing has been produced to shake our belief that native intelligence, resourcefulness and the will to learn are the major factors in college success and that admission to Dartmouth should be based upon evidence of these qualities rather than upon a formal and impersonal set of secondary school units or requirements."

Boston University Summer Session
July 7 - August 16, 1941

Offers 300 college and professional courses leading to undergraduate and graduate degrees.

Systematic programs for teachers and school administrators in the fields of

ADMINISTRATION and SUPERVISION
ELEMENTARY EDUCATION
SECONDARY EDUCATION
GUIDANCE
COMMERCIAL EDUCATION
VISUAL EDUCATION
PSYCHOLOGY and METHODS
REMEDIAL ARITHMETIC
REMEDIAL READING
SOCIAL STUDIES
HEALTH and PHYSICAL EDUCATION
NURSING EDUCATION
SCHOOL MUSIC

Combine attendance at N.E.A. Convention and Boston University Summer Session with a vacation in historic Boston and picturesque New England.

For bulletin and further details, address

ATLEE L. PERCY, Director
688 Boylston Street,
Boston, Massachusetts

Hodges Heads Louisiana State

BATON ROUGE, LA.—The Board of Supervisors of Louisiana State University has unanimously elected Major Gen. Campbell B. Hodges, commander of the Fifth Army Corps, as president of the university, eective July 1.

General Hodges succeeds to the presidency left vacant in late June, 1939, by the resignation of Dr. James Monroe Smith.

General Hodges, born in Bossier Parish La., March 27, 1881, took over his present command after commanding the Fifth Corps Area in Columbus, Ohio.

He was educated at the Louisiana Polytechnic Institute and West Point.

Oregon Students Confer with Canadians

VANCOUVER, B.C. — Twenty students from Reed College, Portland, Oregon, met with a like group from the University of British Columbia for a two-day conference recently. The subject for discussion was the war-time conditions of the two nations. Interest centered around the minority groups, isolationists in the United States and French Canadians in Canada.

EXCLUSIVE SCHOOLS IN BRITAIN YIELD TO DEMOCRATIC TREND

LONDON. — The "To Let" notice outside one of the boarding houses of world-famed Eton College is but one of the many new indications of imminent and revolutionary changes ahead of Britain's public schools.

Another pointer to more constructive developments is a recent announcement by the First Lord of the Admiralty, Mr. A. V. Alexander, that from September scholarships will admit poor boys to Dartmouth, exclusive school for British naval officers.

In fact Britain's public school system which has been repeatedly assailed in the past for fostering class consciousness and monetary privilege, but which has hitherto survived, is today almost ahead of public opinion in the open manner in which their headmasters and governors are now admitting the need for drastic changes in their system.

Almost all are voicing their readiness to throw open the hitherto closely guarded educational doors to boys with ability but slender purses.

In return the public schools—which in contrast to their name have been of private and restricted character—hope to get Government financial aid.

The plan being widely discussed is that the public schools should recruit a quarter of their pupils from state schools.

That the Government favors some such scheme is suggested by the new scholarships announced for Dartmouth.

These scholarships for secondary school boys will number about 30 annually—about a quarter of the total entries, the number of which remains unchanged. Thus the task of producing the Nation's leaders seems about to bow, at all events to some extent, to the demands of the new era of greater social equality.

Eton has so far lost only about 100 of its 1,160 boarders; the less fortunate Weymouth College having been obliged to close altogether.

Some 30 others, evacuated to makeshift wartime quarters, see little phospect of a return to normal even in peacetime. Very few of Britain's 150 leading public schools have escaped a financial pinch resulting from increased taxation of parents and smaller families of the well to do.

Language Good Neighbor Key

BELLINGHAM, WASH.—Good neighborliness with Latin America may emphasize foreign trade, junkets to South America, or lectures or round table discussions, but good neighborliness is also a matter of doing what Vice-President Henry Wallace did and Secretary of State Cordell Hull advises: buckle down and learn to speak and write everyday Spanish. It is not a case of simply seeing that Junior studies it in high school, but a face to face responsibility of making friendship, not academic, but real and valuable to the two continents, now and after the present conflict.

One who gives this advice is Leon M. Swank, foreman in a printing shop here, who through study of Latin America and by learning its language has opened up a one-man sphere of neighborliness that has led to a wide exchange of correspondence and ideas throughout Mexico and South America.

Night Schools Aid Australia

MELBOURNE.—Down in the cellars of a city gasworks a volunteer teacher is giving lessons on two or three nights to the most eager group of students he has ever taught.

He is one of 647 honorary instructors and his pupils are some of the 2800 Royal Air Force reservists who are taking part in what has been described as "the biggest experiment in democratic education ever undertaken in Australia."

This is the scheme by which RAF recruits waiting to be called up for training receive an intensified course in algebra, arithmetic, trigonometry, mechanics, and physics to bring them up to the standard required for initial air force training.

Through the course, wastage of men who otherwise would be unable to get through their training because of educational lag, has been avoided, time required for training slightly reduced, and the field for recruiting widened.

Middlebury College Language Schools

1941

Seven weeks intensive study combined with unusual recreational opportunities

The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history and culture of the foreign country. Success hinges on the consistent enforcement of the Middlebury idea—segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a staff of native instructors. Beginners courses in German, Italian and Spanish for students from another school offer unusual opportunity for starting a new language.

for individual bulletins of
ENGLISH - FRENCH - GERMAN - ITALIAN - SPANISH
Address
LANGUAGE SCHOOLS OFFICE
MIDDLEBURY COLLEGE MIDDLEBURY, VERMONT

Chinese Learn English Fast

NEW HAVEN, CONN.—Under the noise of Japanese warplanes and exploding Japanese bombs, students in the Middle School of Yale-in-China have learned English by a new system which has become so successful that the poems of the young Orientals have been sent back to the home university to be studied for their charm and beauty.

The pupils now learn to use conversational English in the class-room, and have both English as well as native Chinese teachers. Rapidity in learning, thoroughness in retaining an enlarged vocabulary and an increasing mastery of the English language, even to the point of poetic expression, have come from the innovation.

Military Service Credits for Oregon

EUGENE, ORE.—The Oregon State Board of Higher Education has adopted a policy which will be followed in the six institutions of higher education in the State in the matter of granting credits for military service, Chancellor Frederick M. Hunter has announced.

The plan, which was formulated to avoid the chaos and lack of uniformity which prevailed in regard to military service during the World War, covers the problem of credit allowance for college work interrupted by call to service and also provides for limited credit for actual military service. A committee was appointed, previous to adoption of the policy, to study conditions met in 1917-18, and to review the policies observed by other institutions.

College Head Asks Return of Discipline

NORTHFIELD, VT.—"Toss away the playthings in schools and bring back discipline," was the advice given recently by President John M. Thomas of Norwich University.

Thomas also declared that hardship is man's best friend, and that by it he acquires whatever virtues he possesses and learns to do the work which makes him of any value to his fellowmen." He continued: "Too early and too thoroughly we cannot learn to endure hardship, fitted to our strength and our years, of course, but not glossed over and emasculated by pretending it is all a game. Nature does not spare the child and the youth all hardship, and it is not wise to do so in school."

Schools Will Buy Old Defense Tools

NEW YORK.—Unable to buy first-hand machinery and tools for schooling in defense trades, the Board of Education has obtained permission from the Board of Estimate to purchase second-hand equipment for vocational schools, subject to inspection by the Finance Department and the Budget Director's office.

The Board of Education is the first city department to feel the real pinch of priority in defense orders, though the city purchases have shown rising prices for the same reason. Controller Joseph D. McGoldrick said the school system had run into an emergency through the shortage of equipment, and pointed out that the vocational defense program could not proceed without it. Through Federal authorities, he said, a sufficient amount of used machinery and tools could be acquired.

Boy, 12, Becomes College Student

SEATTLE, WASH. — A 12-year-old boy is a registered student at the University of Washington.

He is Alexander Hall, Jr., who said he has gone to school only three years in his life. He entered as a high school sophomore and was graduated last June. He "could read pretty well" at the age of two and learned to write soon afterward.

"It is really all very simple," he explained. "I just had a head start. My mother used to be a teacher, and naturally I guess I was her favorite pupil."

He is the son of Mr. and Mrs. Alexander Hall.

UNIVERSITY OF
VERMONT
SUMMER SESSION
July 7 to August 15

Graduate and undergraduate courses in Liberal Arts, Education, Business Administration and Engineering. Pre-Medical and Pre-Dental courses. Courses for superintendents, principals and teachers. Special work in Fine Arts, Vocal and Instrumental Music. School of Drama. Demonstration schools. Musical and dramatic entertainments. Mountain and Lake excursions under University direction. Enrollment limited.

Write for Illustrated Bulletin.

BENNETT C. DOUGLAS, *Director*
11 University Place, Burlington, Vt.

Defense to Shift 250,000 Children

WASHINGTON.—More than 250,000 children will have to change schools because of population movements resulting from the defense program, Army and Navy authorities said recently in asking Congress for $115,000,000 to help local school boards meet the problem.

A survey made by the Federal Commissioner of Education and accepted by the War and Navy Departments found that schooling must be provided for 120,700 children who now live or will soon live at Army posts, naval bases and other non-taxable Federal reservations.

The survey further estimated that educational facilities must be provided for 143,707 other children not on Federal reservations.

SCHOOL BOARDS
YOUR ATTENTION PLEASE !

Do you seek a Superintendent of Schools to revitalize your public school system? Do you require an expert in selecting and training personnel; in determining objectives and shaping programs designed to attain those objectives? Are your curricula in need of modern orientation? Would you further the cause of student health, physical culture, esthetic culture, vocational guidance?

If so, I offer you my services.

A fluent public speaker, a successful writer, trained in two countries in both the pedagogic and administrative aspects of education, I can and will ferret out the flaws in your school system and provide an effective remedy.

Address: Ce Es
c/o Journal of Education

Book Reviews

Time Out for Living

Newest member of the Education in Living series of which Dr. Harold F. Clark is editor, is styled "Time Out for Living." Designed for pupils in their teens, the book is a veritable treasure house of suggested avocations and forms of entertainment for times when one is alone and other times when one is sharing fun with friends. Here would seem to be everything from archery to quilting parties. There is never a page without its hint of what to do that will give delight and, in many cases, add to knowledge, skill and the permanent assets of a well-rounded life. Queer things people like to collect; being prepared for an evening when friends drop in; the joy of putting ideas into words on paper; writing rhymes and making up a rebus—these and many more topics are treated practically.

The book is a well organized panorama of what may be done with leisure time, that it be utilized and not wasted. It is almost an encyclopedia of wholesome diversions, and should prove for many an introduction to fertile fields of interest and happiness.

TIME OUT FOR LIVING. By E. De Alton Partridge and Catherine Mooney.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Using Our World

How men have gained more and more control of their environment as time went on furnishes a thrilling theme, and "Using Our World" opens many glimpses into this dramatic story.

Its five units treat (1) of Living Resources contained in plants and animals; (2) of mineral treasures; (3) of putting energy to work; (4) of health; and (5) of conservation.

The historic aspect of man's mastery of his surroundings is rather incidentally treated, the main emphasis being upon the why and how of present applications of science to the health, comfort, well being and progress of the human race.

The general handling of the material is well adapted to the comprehension of a boy or girl just below senior high school age. Interest is stimulated and useful information given by numerous well-chosen pictures. Experiments, exercises and other teaching aids are abundantly provided. But the outstanding excellence of the book is its lively, fascinating treatment of its subject. It is a text which awakens curiosity over many modern mechanisms and harnessings of energy that children are likely to take for granted. It awakens this curiosity; satisfies it in part; and leaves it in part unsatisfied.

USING OUR WORLD. By Samuel Ralph Powers, Elsie Fline Neuner, Herbert Bascom Bruner and John Hodgdon Bradley.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Modern-Life Speller

The fact that spelling is a tool subject does not require that it be a dull subject. The authors of the "Modern-Life Spellers" were convinced of this and their conviction is well supported by these texts—a series providing a book and a workbook for every grade from two to eight.

The method is to organize the words around topics of interest. Each topical unit begins with informal discussion of a given word list. Attention is paid to meaning and pronunciation as well as to the orthography. The functioning of words is given special emphasis throughout.

The series is planned to include a carefully chosen basal list of 2208 words, an enrichment list of 1760 additional words, and a supplementary list of 624.

These spellers furnish pupils with opportunities to use words they spell. Also they train pupils to observe such points as silent letters and syllabication.

The claim of the publishers that these spellers lift spelling out of a rut seems justified.

MODERN-LIFE SPELLERS. Second Grade through Eighth. Workbooks for Each Grade.—Yonkers-on-Hudson: World Book Company.

Greece and the Greeks

So rich and varied have been the contributions made by Greece to Western civilization and culture, that every intelligent American should be familiar with the Hellenes, if not through reading their ancient literature in the crowded times, at least through such a fascinating book as "Greece and the Greeks" by Walter Miller. The author has not attempted a history, for if he had it would have required many volumes to tell the adventures and achievements of the Greeks in art, literature, philosophy, science, politics and other fields, and to trace the fortunes of so many little city states and the frequently greater colonies sown by them around the shores of the Mediterranean and Black Seas. The scope of the volume has been limited to giving a sort of composite picture of the best that Greece, and especially Athens of the fifth and fourth centuries B.C. has handed on to us. Treated in this way, the theme becomes practicable and the task inspiring.

Dip into this handsomely illustrated book at any page and you will rediscover some sparkling facet of the Greek genius. Only a man who knows and loves Greece, inch by inch, modern as well as ancient, could have written so illuminating a report of what it has meant and means today to a world still struggling to catch up with many of the things Greece taught and stood for.

Recent events have made this new book specially timely.

GREECE AND THE GREEKS. By Walter Miller.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Essentials of High School Algebra

Years of teaching algebra and writing algebra texts have convinced the author of "Essentials of High School Algebra" that the study and mastery of this mathematical branch need not be difficult.

In this text many complexities of the subject have yielded to simplification and easier grading. Certain types of exercise that cause confusion are either omitted entirely or starred for the attention of the brighter students only.

The scope of this edition is such as to cover all ordinary requirements of one and a half or two years' work in high school, enabling the student to meet college entrance requirements though not the advanced algebra specifications of some technical schools.

Arithmetic, geometry and trig

nometry have been brought into the picture. There are abundant reviews and tests.

Special attention has been given to the use of formulas and to problem solving.

With such a text the number of algebra failures in the average school might be substantially reduced.

ESSENTIALS OF ALGEBRA. By Walter W. Hart.—Boston: D. C. Heath and Company.

All Aboard for Storyland

Up the gangplank and "All Aboard for Storyland"! There is much promise of fascination for young readers as they join the merry voyage suggested in the title of this book of stories, edited by

The collection offers unusual variety in a reader so simply written that it can be used in almost the first year of reading. The stories are grouped under such heads as: Boys and Girls Like You, Stories About Animals, Just for Fun, Fun on the Farm, Boys and Girls of Other Lands, About Indian Children, Some Strange Fairy Tales, and others.

The material has been well chosen for its appeal to children. The illustrations are delightfully drawn and colored and are generously provided.

The questions and other aids to learning are unusually well suited to stimulate attention, and there are many suggestions on where to look for more of certain stories, if one has liked the sample.

ALL ABOARD FOR STORYLAND. Helen Heffernam, Wilhelmina Harper, and Gretchen Wulfing.—Chicago, Boston: Benj. H. Sanborn & Company.

Our Country's National Parks

Last year more than 16,000,000 persons visited the National Parks. While the number may have run higher than in other years because conditions abroad made 1940 a travel-at-home year, there is manifestly a great and growing interest in the vast outdoor reservations that our government has provided for recreational and inspirational purposes.

The author and publishers of "Our Country's National Parks" have rendered what seems to this reviewer a patriotic service as well as an educational one in making available to American schools at very modest cost a modernly illustrated, well written book treating of the various parks. Profusely illustrated in black and white and with fascinating pictures on their covers, the two volumes are nevertheless far more than picture galleries, for the text has been prepared with special care to interest and inform boys and girls from intermediate to junior high school ages. But older readers will enjoy these books, also.

OUR COUNTRY'S NATIONAL PARKS. Volumes One and Two. By Irving R. Melbo. University of Southern California: — The Bobbs-Merrill Company: Indianapolis.

Enjoying English

Fourteen major projects called "experience themes" make up Part One of the text for high school seniors titled "Enjoying English, Book IV." The authors seem to possess that rare gift of knowing how to bait the interest of young people to the point where they may be expected to enjoy expressing themselves in oral and written forms. Starting with matters close to the lives and sense-perceptions of the students, the "expression tasks" advance toward objectivity and reflection. Part Two considers common errors of speech and writing and various technical aspects of composition. Part Three treats of functional grammar.

This new text in English is flexible and should prove highly effective in enlisting youth on the side of better diction and less dread of composition.

ENJOYING ENGLISH — Books I-IV. Don M. Wolfe and Ellen M Geyer. —New York: Thomas Nelson & Sons.

Telling Types of Literature

There are many roads to the mastery of literature. Biographies, philosophic and social analyses, contemporary political and economic studies, and the examination of dominant expressional tendencies can all be utilized with profit. Mr. Opdycke's thesis is that the study of types should not be neglected. He says: "The student of literature should certainly be taught *Hamlet*, and also why *Hamlet* is inescapably drama. He should be taught *Adam Bede*, and also why *Adam Bede* is inescapably novel." He takes the position that the best literature frequently lives because of the perfect adaptation of form to content. This idea furnishes the basis of the book. There are chapters dealing with "The Kinds of Prose," "Essay," "Story," "The Kinds of Poetry," and similar topics, each study consisting of copious excerpts, along with illuminating literary criticism and practical teaching suggestions.

TELLING TYPES OF LITERATURE. By John B. Opdycke.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Ten Communities

Planned as a middle-grade social studies book, *Ten Communities* is not simply another text. It is a new, original, and constructive contribution to the field of social study for elementary schools. The authors have proceeded upon the hypothesis that the community is the dominant social unit in the functional approach to the study of society. With this idea in mind they have presented well-phychologized studies of ten widely separated American communities of widely different types. For example, the first of these is Williamsburg, Virginia, rich in tradition and deeply rooted in the glamorful past of the Old Dominion. The second is New London, Connecticut, a city which exemplifies both the charm and rugged vitality of New England. In Brazoria, Texas the student is brought into contact with the past and present of a city, which has many of the elements of a ghost town. The closing study is one of New York City.

Each of these studies is rich in illustrations and in teaching suggestions. Sections like those headed "Atlanta and your Community" and "Brazoria and your Community" bring social problems directly home to the pupil. Again and again the authors make definite suggestions which will encourage children and teachers to take up other materials and activities.

Ten Communities is an exceptionally beautiful and inspiring book. The first time that this reviewer opened it he read it from cover to cover, and since then he has found himself picking it up and leafing through it again. It represents high possibilities for increasing the effectiveness of the teaching of social studies in the grades.

TEN COMMUNITIES. By Paul R. Hanna, I. James Quillen, and Gladys L. Potter.—Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

Ginn and Company Boston

D. C. Heath and Company Boston

Henry Holt and Company New York

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

The Macmillan Co., New York

G. & C. Merriam Co. Springfield, Mass.

Thomas Nelson & Sons New York

Newson and Co., New York

Row, Peterson and Company Evanston, Ill.

Silver Burdett Company New York

Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

Webster Publishing Company St. Louis, Missouri

Wheeler Publishing Co. Chicago, Illinois

John C. Winston Company Philadelphia

World Book Company Yonkers-on-Hudson, N. Y.

Jewelry

L. G. BALFOUR COMPANY
ATTLEBORO, MASS.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestra Music; Operettas

Photography For Schools

WILSON-WAY SCHOOL PHOTOGRAPHY
CAMBRIDGE, MASS.

Typewriters

Underwood Elliott Fisher Inc. 1 Park Avenue, New York, N. Y.

Grins Between Grinds

TWO IN THE DARK

"Dear Clara," wrote the young man, "pardon me, but I'm getting so forgetful. I proposed to you last night, but really forgot whether you said 'yes' or 'no'."

"Dear Will," she replied by note, "so glad to hear from you. I knew that I said 'no' to somebody last night but had forgotten who it was."

* * *

CLASS CONSCIOUS

Jim: 'I see by the paper that nine professors and one student were killed in a wreck."

Charlie: "Poor chap."

WELL-MATCHED

A soldier went to his colonel and asked for leave so that he could help his wife with her spring cleaning.

"I don't like to refuse you," said the colonel, "but I've just received a letter from your wife saying that you are of no use around the house."

The soldier saluted and turned to go. At the door he stopped, turned and remarked:

"Colonel, there are two persons in this regiment who handle the truth loosely, and I'm one of them. I'm not married."

THE WHOLE TROUBLE

Two little boys were astride a none-too-large hobby horse. Things eventually came to the point where the little rider said to the other: "If one of us would get off, I could ride better."

* * *

BULLS AND BEARS

Mr. Smith was met on the street by Mr. Jones.

"Congratulations!" said Jones.

"What for?" asked Smith.

"Why, I just heard your son made ten thousand dollars on the stock market."

Smith considered. "Well, it's all out of plumb. You see, it wasn't my son, it was my daughter, and it was ten thousand, it was fifteen thousand and she didn't make it, she lost it."

A WEALTH OF MODERN MATERIALS for A HOST OF SCHOOL NEEDS

THEIR MERRY-GO-ROUND
By KUYKENDALL and HARDING
A new pre-primer for supplementary use; story in pictures, minimum of text.

NUMBER PLAY
By CLARK and CUSHMAN
A pre-number book for beginners.

AMERICAN ECONOMIC PROBLEMS
By PATTERSON, LITTLE, and BURCH
Realistic presentation of economics; half- or full-year's course.

ENCYCLOPEDIA OF EDUCATIONAL RESEARCH
Edited by WALTER SCOTT MONROE
A monumental work, offering for the first time a critical inventory of educational research in one convenient volume.

LEADERS in READING

For Elementary Schools

THE NEW WORK-PLAY BOOKS
GATES, HUBER, AYER, PEARDON
Complete course of basal and supplementary materials, for grades 1-6.

For High Schools

READING AND THINKING
CENTER and PERSONS
Three-book series for the development and improvement of reading techniques and comprehension. Grades 7-12.

The NEW HEALTH AND GROWTH SERIES
By CHARTERS, SMILEY, and STRANG
A new program in health education for elementary schools, grades 1-9.

STEP BY STEP IN ENGLISH
By BAIR, NEAL, FOSTER, STORM, SANDERS
Language taught as a social skill; program complete this spring, grades 3-8.

DEMOCRACY SERIES
Edited by CUTRIGHT and CHARTERS
For the education of children in the American way. Complete now for grades 1-8.

LATIN FOR AMERICANS—Book One
By ULLMAN and HENRY
A new first-year Latin by these famous authors whose books lead all others in modern high-school study.

LIFE SCIENCE
By BENEDICT, KNOX and STONE
A new biology for high schools; emphasis on knowledge of biology for practical life-use.

PLANE GEOMETRY
By SEYMOUR and SMITH
Stands out from all the rest for its simplification of phases most troublesome to pupils.

SENIOR PRACTICAL MATHEMATICS
By LENNES
Every topic, every problem of immediate utility value. For advanced students.

THE MEANING OF DEMOCRACY
By RUSSELL and BRIGGS
A new, stirring and challenging study of our American way of life for high-school pupils.

THE MACMILLAN COMPANY New York • Boston • Chicago Dallas • Atlanta • San Francisco

Among Recent Basal High-School Texts

KIDGER: Problems of American Democracy

A wealth of up-to-date, impartial information on 21 of this country's vital issues. Developed from classroom experience. $1.68

TANNER-PLATT: My English

This series offers in each book a well-rounded program for a year's work. Books I and II, each $1.12 (Books III and IV in preparation)

JOHNSON AND OTHERS: Daily-Life English, Senior Series

4 books harmonizing with everyday interests. Emphasis on thinking. Books I and II, each $1.32. III and IV, each $1.48

JENKINS-WAGENER: Latin and the Romans

Enabling students to get immediate social and cultural values while mastering the language. Book I, $1.48 (Book II in preparation)

O'BRIEN-LAFRANCE: First-Year French; Second-Year French

A course that is pupil-centered, progressive, and thorough. Emphasis on participation. Book I, $1.64. Book II, $1.72

SMITH-REEVE-MORSS: Text and Tests in Elementary Algebra

A combined textbook, workbook, and test book, making algebra interesting and useful. $0.92

WELCHONS-KRICKENBERGER: Plane Geometry, Revised Edition

A well-balanced, practical course, in line with the latest trends. $1.40

POWERS-NEUNER-BRUNER-BRADLEY: Our World and Science

A single-volume general science stressing the vital relationship between man and his environment. $1.76

STEWART-CUSHING: Physics for Secondary Schools, Revised Edition

A practical, understandable course in full agreement with college entrance requirements. $1.80

COLBY-FOSTER: Economic Geography

A panoramic view of the world of commerce giving special attention to the Western Hemisphere. $1.92

BOGERT-GOODMAN-MOORE: Introduction to Business Law, New Edition

Simple, non-technical, and discussing the legal aspects of the most recent legislation. $1.68

(Prices as quoted are subject to discount.)

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

The JOURNAL of EDUCATION

ESTABLISHED 1875

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*

Advisory and Contributing Editors

HAROLD G. CAMPBELL, Superintendent of Schools, New York City
LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, Waterloo, N. H.
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
ARTHUR L. GOULD, Superintendent of Schools, Boston
E. C. HARTWELL, President, State Teachers College, Brockport, N. Y.
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, Superintendent of Schools, Los Angeles
BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana
A. B. MEREDITH, New York University
WORTH McCLURE, Superintendent of Schools, Seattle
GARRY CLEVELAND MYERS, Psychologist, Western Reserve University, Cleveland
BERTRAM E. PACKARD, Maine Commissioner of Education
RANDALL R. PENHALE, Principal, High School, Iron River, Michigan
EVERETT V. PERKINS, Principal, Cony High School, Augusta, Maine
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines
PAYSON SMITH, University of Maine, Orono
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Represented in New York by C. D. Buckwell, 17 West 44th Street; and in Chicago by James Mason, 605 No. Michigan Ave.

Contents for May, 1941

EDITORIALS 151
Fortify With Education
Scholarship in Teaching
Reaching for the Planet
Wrong Use of Oil
Aggression and Bad Faith

SUE SEES HISTORIC BOSTON 152
Robert M. Winn

SPEAKING OF BOSTON 154

A PEEK AT THE N. E. A. BOSTON PROGRAM 155

HIGH SPOTS OF THE BOSTON SCHOOLS 156
Arthur L. Gould

CURRICULUM THEORISTS 157
Irene Budnick

THE ARTS OF FREE MEN 158
Robert S. Clifton

DARK SAYINGS 160
Louis Foley

HANDY "ALIBIS" FOR STUDENTS 161
Robert Tyson

TEXTBOOK TEMPEST 162
W. Howard Pillsbury

HE HAD TO WRITE ON AMERICANISM 164
Frank James Singer

FINDING MONEY FOR ATHLETICS 165
Stephen J. Drotter

BOSTON'S EDUCATIONAL PUBLISHERS 166

ALL IN THE DAY'S WORK 169
Everett V. Perkins

IT SEEMS TO ME 170
Byron C. Kirby

THE NEWS DIGEST 171

BOOK REVIEWS 176

GRINS BETWEEN GRINDS 178

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.25 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

Educational Boston has been looking forward these nineteen years to a return visit of the National Education Association. Now the big event is almost here.

We take this opportunity to extend our own most cordial welcome to the visiting school folk.

Under the circumstances we think our readers will pardon us for devoting so much space to Boston in this issue. Those of you who know us best will admit that we do not overplay our own city or even our own section of the country ordinarily.

Even if you are not coming to Boston at this time, you may be interested in the materials we bring you in this issue concerning Boston, its historic shrines, its public schools, its famous publishing houses, and the program of the N. E. A.'s Boston meeting. Welcome, then, to this Boston convention Number. But Boston has not monopolized all our pages, even on this occasion. Articles like those on "The Arts of Free Men," "Dark Sayings," "Textbook Tempest," and "He Had to Write on Americanism" are as pertinent to Tampa and Seattle as they are to Boston.

We were about to request that you give special attention to the advertisements in this issue, when it occurred to us that they are so alluring in themselves as to render that suggestion superfluous.

All of you know the sort of lively, practical and sometimes inspirational material we like to bring you in this magazine. If any of you feel the urge to write such pieces during the summer, we hope you will go through with it—and let us see what happened. We are eager to make this "clearing house" of ours more interesting and serviceable than ever.

Among Recent Basal High-School Texts

KIDGER: Problems of American Democracy

A wealth of up-to-date, impartial information on 21 of this country's vital issues. Developed from classroom experience. $1.68

TANNER-PLATT: My English

This series offers in each book a well-rounded program for a year's work. Books I and II, each $1.12 (Books III and IV in preparation)

JOHNSON AND OTHERS: Daily-Life English, Senior Series

4 books harmonizing with everyday interests. Emphasis on thinking. Books I and II, each $1.32. III and IV, each $1.48

JENKINS-WAGENER: Latin and the Romans

Enabling students to get immediate social and cultural values while mastering the language. Book I, $1.48 (Book II in preparation)

O'BRIEN-LAFRANCE: First-Year French; Second-Year French

A course that is pupil-centered, progressive, and thorough. Emphasis on participation. Book I, $1.64. Book II, $1.72

SMITH-REEVE-MORSS: Text and Tests in Elementary Algebra

A combined textbook, workbook, and test book, making algebra interesting and useful. $0.92

WELCHONS-KRICKENBERGER: Plane Geometry, Revised Edition

A well-balanced, practical course, in line with the latest trends. $1.40

POWERS-NEUNER-BRUNER-BRADLEY: Our World and Science

A single-volume general science stressing the vital relationship between man and his environment. $1.76

STEWART-CUSHING: Physics for Secondary Schools, Revised Edition

A practical, understandable course in full agreement with college entrance requirements. $1.80

COLBY-FOSTER: Economic Geography

A panoramic view of the world of commerce giving special attention to the Western Hemisphere. $1.92

BOGERT-GOODMAN-MOORE: Introduction to Business Law, New Edition

Simple, non-technical, and discussing the legal aspects of the most recent legislation. $1.68

(Prices as quoted are subject to discount.)

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

The JOURNAL of EDUCATION

ESTABLISHED 1875

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*

Advisory and Contributing Editors

HAROLD G. CAMPBELL, Superintendent of Schools, New York City
LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, Waterloo, N. H.
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
ARTHUR L. GOULD, Superintendent of Schools, Boston
E. C. HARTWELL, President, State Teachers College, Brockport, N. Y.
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, Superintendent of Schools, Los Angeles
BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana
A. B. MEREDITH, New York University
WORTH McCLURE, Superintendent of Schools, Seattle
GARRY CLEVELAND MYERS, Psychologist, Western Reserve University, Cleveland
BERTRAM E. PACKARD, Maine Commissioner of Education
RANDALL R. PENHALE, Principal, High School, Iron River, Michigan
EVERETT V. PERKINS, Principal, Cony High School, Augusta, Maine
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines
PAYSON SMITH, University of Maine, Orono
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Represented in New York by C. D. Buckwell, 17 West 44th Street; and in Chicago by James Mason, 605 No. Michigan Ave.

Contents for May, 1941

EDITORIALS 151
Fortify With Education
Scholarship in Teaching
Reaching for the Planet
Wrong Use of Oil
Aggression and Bad Faith

SUE SEES HISTORIC BOSTON 152
Robert M. Winn

SPEAKING OF BOSTON 154

A PEEK AT THE N. E. A. BOSTON PROGRAM 155

HIGH SPOTS OF THE BOSTON SCHOOLS 156
Arthur L. Gould

CURRICULUM THEORISTS 157
Irene Budnick

THE ARTS OF FREE MEN 158
Robert S. Clifton

DARK SAYINGS 160
Louis Foley

HANDY "ALIBIS" FOR STUDENTS 161
Robert Tyson

TEXTBOOK TEMPEST 162
W. Howard Pillsbury

HE HAD TO WRITE ON AMERICANISM 164
Frank James Singer

FINDING MONEY FOR ATHLETICS 165
Stephen J. Drotter

BOSTON'S EDUCATIONAL PUBLISHERS 166

ALL IN THE DAY'S WORK 169
Everett V. Perkins

IT SEEMS TO ME 170
Byron C. Kirby

THE NEWS DIGEST 171

BOOK REVIEWS 176

GRINS BETWEEN GRINDS 178

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.25 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

Educational Boston has been looking forward these nineteen years to a return visit of the National Education Association. Now the big event is almost here.

We take this opportunity to extend our own most cordial welcome to the visiting school folk.

Under the circumstances we think our readers will pardon us for devoting so much space to Boston in this issue. Those of you who know us best will admit that we do not overplay our own city or even our own section of the country ordinarily.

Even if you are not coming to Boston at this time, you may be interested in the materials we bring you in this issue concerning Boston, its historic shrines, its public schools, its famous publishing houses, and the program of the N. E. A.'s Boston meeting. Welcome, then, to this Boston convention Number. But Boston has not monopolized all our pages, even on this occasion. Articles like those on "The Arts of Free Men," "Dark Sayings," "Textbook Tempest," and "He Had to Write on Americanism" are as pertinent to Tampa and Seattle as they are to Boston.

We were about to request that you give special attention to the advertisements in this issue, when it occurred to us that they are so alluring in themselves as to render that suggestion superfluous.

All of you know the sort of lively, practical and sometimes inspirational material we like to bring you in this magazine. If any of you feel the urge to write such pieces during the summer, we hope you will go through with it—and let us see what happened. We are eager to make this "clearing house" of ours more interesting and serviceable than ever.